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FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.
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DESIGNED FOR TEACHERS, ADMINISTRATORS, AND SUPERVISORS, THIS BULLETIN PROVIDES GENERAL AND SPECIFIC GUIDELINES FOR ESTABLISHING AND CONDUCTING A FLES PROGRAM. IT DISCUSSES TEACHING TECHNIQUES AND AIDS, CONSIDERATIONS IN INTRODUCING READING AND WRITING, SELF-EVALUATION CRITERIA FOR TEACHERS, AND TOPICS APPROPRIATE AT EACH GRADE LEVEL (K-8). THE SECOND HALF OF THE GUIDE CONSISTS OF SAMPLE TEACHING UNITS FOR GERMAN IN KINDERGARTEN AND GRADES 2 AND 4, AND A MODEL UNIT FOR USING PATTERN DRILLS AND DEVELOPING READING SKILLS. INCLUDED ALSO ARE RESOURCE LISTS FOR TEACHING FRENCH, GERMAN, AND SPANISH. (AM)

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Anyung ha simnika

ARIGATO

BONJOUR

KOM SNART IGJEN

HUJAMBO

GESUNDHEIT

Parla italiano?

¿Cómo está usted?

FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS

BOM DIA

FL 000 455

ILLINOIS CURRICULUM PROGRAM/SUBJECT FIELD SERIES/BULLETIN C-TEN

It is not possible to understand what is in the minds of other people without understanding their language, and without understanding their language, it is impossible to be sure that they understand what is in our minds. Each language, including our own, is a delicate precision tool of immense potential value.

—JOHN FOSTER DULLES

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FOREIGN LANGUAGE
in
ELEMENTARY SCHOOLS

Subject Field Series— Bulletin C-Ten

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CONTENTS

Foreword, Ray Page IV

Preface, Woodson W. Fishback V

Introduction 1

Guidelines for Administrators 5

Guidelines for Teachers and Curriculum Specialists 7

Sample Teaching Units 29

Selected Resources for Teachers 53

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FOREWORD

On many fronts we see attempts to promote better international understanding. Next to living in other countries, one of the best ways to bring about improved understanding among the people of the earth is through the study of foreign languages.

Teaching foreign languages at the elementary-school level holds a high priority among curriculum revision problems today. Completed in 1964 the Illinois Foreign Language Survey indicated that approximately 369,000 pupils in grades K-8 are provided instruction in modern foreign languages in 700 public and private school attendance centers. Instruction at this level should be the foundation of continued and serious study of foreign languages in our secondary schools and colleges. Foreign language instruction should not be an extraclass activity for only those pupils who "show promise." Unless we integrate FLES programs into the regular curriculum, there is reason to believe that FLES may not achieve the results hoped for at the time the National Defense Education Act became law. Therefore, a careful study of this Illinois Curriculum Program Bulletin is recommended.

Appreciation is expressed to all Publication Committee members, present and past members of the NDEA, Title III, Foreign Language Program, the editors, and others who contributed to the development of this curriculum guide. Special recognition is given to Mrs. Barbara Griesser who wrote the major part of the publication and to Dr. Martha Schreiner for her critical review of the materials. We are also grateful to members of boards of education and institutions of higher learning who permitted their personnel to engage in the publication project. The Committee has distilled from workshop and conference experiences, as well as from case studies and research findings, those criteria considered to be of greatest worth in creating and maintaining quality programs in foreign language instruction.

In cooperation with the lay and professional groups represented on the Illinois Curriculum Council, the Office of the Superintendent of Public Instruction is pleased to sponsor and present *Foreign Language in Elementary Schools.*

RAY PAGE
Superintendent of Public Instruction

PREFACE

Since the National Defense Education Act was passed in 1958, statistics reveal a marked increase in the number of elementary schools offering instruction in one or more foreign languages. Illinois schools have made great strides in instituting valid foreign language programs in the upper elementary grades. In many instances this appeared to be the practical approach to the consideration of a FLES offering in grades K-6. Had there been more definitive guidelines for school administrators and their boards of education, it is conceivable that more pupils would have had instruction in foreign language during the past six years.

Throughout the past decade there has been considerable debate about including foreign language in the elementary-school curriculum. Much opinion has also been expressed about questions and problems pertaining to foreign language instruction prior to high school. To assist school administrators, special supervisors, and classroom teachers either having, or who may have, responsibilities for this phase of the curriculum, *Foreign Language in Elementary Schools* has been prepared.

It is anticipated that interest will be high in the results of the Publication Committee's efforts. With foreign language instruction in elementary schools being a recent curriculum innovation of promise, it is believed that this publication will serve several educational groups. Copies will be made available to all school districts in Illinois, to librarians, and to representatives of institutions of higher learning having charge of foreign language instruction for teachers at both the preservice and graduate levels.

WOODSON W. FISHBACK, *Director*
Illinois Curriculum Program

INTRODUCTION

In a day when man is faced with a decision as to whether he will annihilate his neighbor or live with him in peace, the importance of language study has reached great magnitude. Many people wonder why foreign language should be taught in a day when it is very easy to obtain literature in translation. Others feel that people of distant countries should learn to speak English. These arguments express attitudes which have caused many unhappy relations between our people and others. It is very satisfying to see the warmth resulting when an American visiting abroad makes an attempt to communicate in the language of the country he is visiting. It is impossible to understand the way of life and the total psychology of a people without the ability to converse in their language. Many words and expressions cannot be translated with the nuance the speaker intended. Understanding is something which is not translated, but communicated, and we need to understand people in order to live with them in the small world of today. Understanding means communication. The question is no longer should we study languages, but how, when, and where?

FLES (Foreign Language in the Elementary School) could be the answer to all these. Those engaged in language education have known for many years that two years of high school training in a language is inadequate. The reeducation of traditional teachers and the construction of new materials are results of the new emphasis on spoken language. Guidelines are also desirable for those already prepared to teach audio-lingually. Administrators not trained in language methodology are asking for answers to such questions as, "Where are the teachers?" "Where is the extra money coming from?" "What materials are available?" and "What grade level is best to use as a starting point?" In the following sections of this Bulletin an attempt has been made to meet the needs of both administrators and teachers interested in the development of a FLES program.

Once a FLES program is underway, the problems just begin. Materials must be continuous. Provision must be made for those starting late to cover beginning materials. Equipment used should be evaluated for its effectiveness to a particular age level and learning progression. Plans should be laid for the total program from beginning to end, especially with regard to materials and equipment. The handling of community pressures is one of particular interest to schools interested in starting a FLES program. It is important that the community be willing to continue its support and to accept new techniques.

Colleges and universities in their teacher-training programs are beginning to realize the necessity for preparing teachers in the field of FLES. However, the need far outdistances the supply. The answer for many years to come will be in-service training. Once teachers are convinced that teaching at this level is important (and this is not hard to do with language teachers) an in-service training program should be provided for them. State foreign language workshops and NDEA Institutes are at present attempting to provide the type of instruction teachers need.

Even after a continuous, well-coordinated program goes into full operation, it is extremely essential that instruments of supervision and evaluation be

provided. The number of schools initiating FLES instruction in the State of Illinois has increased greatly and the number of interested school systems indicates that interest in this type of program will continue to increase for several years to come. The foreign language consultants from the Office of the Superintendent of Public Instruction are available to help systems establish FLES programs.

Reasons for FLES. The basic reason for establishing a FLES Program is to make the teaching and learning of a foreign language a much more effective process. Teachers have known for years that the earlier language learning begins, the easier is the job. Teachers have traditionally been expected to develop the skills of speaking, reading, and writing in two years of class work. This has been an impossible task. The change in emphasis in the world today, which shows the need for oral ability in the language, makes it necessary to begin to teach children to speak a language at a time when they are physically and psychologically able to do this. The prime objective of a FLES program is to teach children how to speak the language. The skills of reading and writing are taught within the framework of oral teaching.

Psychology of Learning. The order in which skills are introduced in the traditional approach is contrary to the natural developmental process through which our native language was learned. The potential oral effectiveness of pupils in a language is jeopardized when their first experiences with the language become ones of visual manipulation which cannot be directly related to the visual and sound relationships of English.

We know much about readiness in relation to the teaching of most elementary-school subjects. However, it has only been recently that there has been much of an attempt to apply these principles to the study of a foreign language. The process is so simple that it seems surprising it took so long to be recognized. The effective system for teaching any language is the natural process as exemplified when a child learns his native tongue. The difference, of course, is that with the learning of a second language, the unknown (the second language) can be taught on foundations well established in the learning of the first.

This natural process involves teaching skills in a certain sequence. First the ear is taught with the objective of a high degree of comprehension. The sounds at first are merely imitated and comprehension follows after the sounds are mastered. If necessary, translation can be used by the teacher when comprehension can be transmitted no other way. This, however, should be done in a limited manner and the technique will be explained in detail later.

The basic principle to be remembered as the learning progresses is that whatever the skills being developed, the effective element is that the unfamiliar should be taught from the familiar. After comprehension the next step, verbalization, will come about only when basic vocabulary and phrases have been thoroughly taught in context and the material has been made comprehensible to the student. Reading and writing will follow in their natural order and will be introduced by using material which has been mastered previously during the oral stages of learning. By imitating the process of native language

learning, much success has been accomplished in the teaching of a foreign language.

Tracking. A very basic principle in good FLES programs is that of continuity. Regardless of the grade level chosen for the beginning of language study, assurance should be given that the program will be continued through grade 12. FLES teaching involves the development of a sequence of skills and should the program be curtailed at any point, the goals established for FLES teaching will not be accomplished. It may be advisable for practical reasons to begin the language study at different points. A FLES program might be begun at the third-grade level, or beginning classes might be taught at the seventh-grade level, or be offered in the tenth grade. Naturally the character of the teaching situation would be different at the different beginning levels. This would necessitate developing what is called a "tracking system." This means that all students beginning at a specific point are assured of curricular progression until the sequence is completed. Tracking situations usually occur at the high school level and communities where FLES programs are contemplated should insist upon representatives from all levels of learning being involved in the planning for the language sequence. High school teachers and administrators should be able to anticipate the tracking situation in order to plan for it adequately.

The whole FLES sequence can come to a screeching halt unless the high school teachers are cooperative. They should participate in the planning for the long sequence from the inception of FLES. Some high school teachers oppose the whole audio-lingual concept because of fear. Not only were they taught visually but their own oral training was neglected. There is no reason why a teacher should be ashamed of a condition which has resulted through no fault of his own, but he should feel a responsibility to correct the condition.

Starting Points. As with most learning situations, the more time devoted to the sequential teaching, the better are the results. With regard to FLES teaching, K-2 is usually considered a readiness situation. During this time the interest of the pupils can be stimulated and their ears will begin to be accustomed to hearing the different sounds of a second language. Most of the curricular information begins with the third or fourth grade. This is the level at which regular oral teaching should begin. It is suggested that from twenty to thirty minutes of classroom time be devoted daily to language teaching. If the program is developed at this early grade level, reading and writing should not be introduced until a year or two after a strong oral presentation is made. If the program is begun at the seventh or eighth-grade level, all material is still introduced orally but reading and writing should follow much more closely.

GUIDELINES FOR ADMINISTRATORS

Many problems in the establishment of FLES programs require decisions by administrators and boards of education. Usually these persons are not language trained and encounter difficulties in finding answers to their questions. The problems may be arranged in general categories such as the following:

Determining Types of Program. There is very little argument on the advisability of offering a *Special Teachers FLES Program.* This means that specialist teachers should be hired who are fluent in the language and who have knowledge of the proper techniques of teaching language at the elementary level. Several practical problems cause administrators to be unable to offer this type of program in their school. First of all, it is expensive since it requires the additional salary of the specialist teacher. Also it is extremely difficult to find teachers with proper qualifications. This type of a plan is extremely desirable if the teachers can be found and if the system can afford the investment. If this is not true, there are alternatives. Television language teaching is acceptable under certain conditions. Of the different types of television programs, the most satisfactory is closed-circuit television. This gives the on-camera teacher an opportunity to keep close supervision over the classes receiving the telecast. He would be responsible for the on-camera instruction and the off-camera supervision. He also should be the individual to handle the evaluation. There are also kinescoped programs which can be purchased by systems to be used in the classroom. The important element with this type of a program is the supplemental instruction which must be given by a language-qualified individual in the classroom.

Selling the Program. Many times the enthusiasm and pressure for a FLES program come directly from the community. This is a great aid to administrators. However, many times the community is not aware of the advantages of this type of teaching. The administrative officer then must inform the community of the reasons for establishing a FLES program and should be sure of continued community support before steps are taken to initiate a program. Even after the FLES teaching begins, the community must be constantly informed about progress. Periodic demonstrations of classroom activities are advisable. Written reports should be sent home occasionally to community members. This community support should be expressed through the board of education and once a close working relationship is developed between the language-teaching personnel, people in administrative positions, and the community is adequately informed, the permanence of the program will be insured. Parent organizations can be effective communication groups and are usually strong supporters of the FLES program. They must, of course, be informed themselves of progress and should be made to feel a part of the total FLES experience.

Hiring of Staff. Paper credentials do not always reflect the qualifications needed to be an effective FLES teacher. The importance of fluency cannot be overemphasized. Most administrators are not in a position to determine the fluency of candidates. Many times high school teachers can help during the hiring process by evaluating the candidates' language facility. No FLES teacher should be hired before his language abilities are tested.

Using Instructional Equipment

A. Basic Equipment. The tape recorder is a great asset in elementary language teaching. It not only gives each child the opportunity to hear voices other than his teacher's, but also affords the chance for the pupil's voice to be recorded and to listen to himself. Many teachers have used the tape recorder as a valuable means of evaluating the oral progress of FLES pupils. A variety of native voices can be provided by using disc recordings and record players. Filmstrip projectors and film projectors should also be available for the FLES teacher's use since more visual materials along this line are now being developed.

B. Laboratories. The use of laboratories in elementary-school teaching is rather limited. First of all, few programmed materials are available at the elementary-school level. Also, the expense is a practical item when it is felt that the initial instruction should be face to face, pupil to teacher. However, beginning at the seventh grade, the picture changes since there are materials available at this grade level and upward and laboratories have been used effectively at the junior high school level. Some schools have used portable laboratories and portable listening facilities to great advantage at the elementary-school level.

C. Television. Television is being used more and more frequently in teaching foreign languages. There are several ways in which television can be utilized.

1. Closed-Circuit Television. Many systems may find it more practical to use closed-circuit television rather than special teachers. Of all the different television projects, this is, perhaps from an educational viewpoint, the most positively successful. The on-camera teacher can have personal contact with the classes he is teaching. He can adjust his curriculum activities to the needs of the pupils and can make periodic evaluations of their progress. Also it is much easier to find one individual with the necessary qualifications than it is to find several special teachers. Preparatory instruction by the regular classroom teacher before the telecast and after the telecast is extremely advantageous. However, the major instruction is still being done by the on-camera teacher. It is feasible for an individual with a strong minor in a language to act as a resource person in the classroom to prepare the pupils for the telecast and to review them afterwards. However, care should be taken to insure that the pronunciation of such a person is of high quality. The most desirable plan is to have a specialist provide follow-up instruction.

2. Programmed Televiewing. There are some pre-recorded, television language programs which can be purchased by schools. The quality of these programs is in general very high. However, again the key to the success of this type of program hinges upon the availability of a language-trained individual to supervise the classes during the time of the telecast.

GUIDELINES FOR TEACHERS AND CURRICULUM SPECIALISTS

The purpose of this section is to assist teachers and curriculum specialists adapt what they know about the nature of learning to a specific area—foreign language learning. It suggests ways of applying what is known about the nature and development of the child to effective foreign language instruction.

Let us consider first the skills involved in the use of language, beginning with the simplest skill and proceeding to the most complex. The four fundamental skills in order of difficulty are:

1. Listening with understanding—a process involving the sensory organs and the brain.
2. Speaking—a process involving the use of the organs of speech and increasingly complex mental processes, as the pupil progresses from simple imitation toward original expression.
3. Reading—a process involving comprehension of visual symbols for the sounds of speech.
4. Writing—a process involving the coordination necessary to the production of graphic symbols.

For efficient learning instruction should begin with the simplest language skills. The more complex skills should be postponed until the simpler skills are well established. Reading and writing are in order after the sound system of the language is thoroughly familiar to the pupil and its production is the result of well-established habits. In this way the interference of habits belonging to the first language is minimized.

Learning is also aided by following the sequence which the child has followed in learning his first language. He listened to the speech of members of his family and imitated what he heard until he, too, could make himself understood. Not until he was five or six did he begin to comprehend visual symbols for speech (to read) and attempt to reproduce them (to write).

When speech habits in the foreign language are firmly established, reading may be introduced. Reading may begin earlier in German and in Spanish than in French. In German and Spanish the correspondence between spoken sounds and written symbols is direct and spelling is relatively simple and consistent. The relationship between sounds and spellings in French is less apparent. Reading and writing French are therefore more difficult.

The earlier foreign language instruction begins, the longer reading and writing should be postponed. The following chart indicates possible appropriate times to introduce reading and writing. This chart assumes daily foreign language instruction for periods of fifteen minutes in kindergarten and first grade, of twenty minutes in grades two through five, of thirty minutes in grade six, and of forty to sixty minutes in grades seven and eight.

FOREIGN LANGUAGE INSTRUCTION BEGINS IN GRADE	READING IN SPANISH AND GERMAN BEGINS IN GRADE	READING IN FRENCH BEGINS IN GRADE
K or 1	4	5
3	5	6
4	6	7
7	8	8*

Reading is introduced earlier to older pupils because they are more mature and because they have become more dependent upon written forms for reassurance and for memory.

Even after the introduction of reading and writing all new material continues to be introduced and mastered orally before it is read.

The initial emphasis on listening and speaking described here should not be interpreted as neglect of the reading and writing skills. Listening and speaking are actually the most effective means of preparing to read and to write.

Teaching "conversation" should not be a primary objective at the beginning of foreign language instruction. Children are taught to understand the spoken language and to speak, but much study must precede the ability to select from an accumulated knowledge of the language in order to express and exchange ideas freely. In the interim, children are gaining the ability to speak on carefully selected and useful topics, using increasingly complex forms to convey meaning.

Just as there is logic in presenting the four skills in order of increasing difficulty, so there is logic in the steps to control and correct use of the foreign language. The teacher must first make clear the meaning of the spoken material. Next, he must guide the pupils in accurate imitation. Then, he must plan for sufficient repetition to insure memorization and mastery. Moving away from constant association of actions and objects with speech and providing sufficient repetition while avoiding drudgery and boredom are perhaps the most challenging tasks.

After the material has been thoroughly drilled, the pupils must learn to vary the expressions they have learned. This ability greatly increases the flexibility and usefulness of the pupil's carefully selected knowledge of the foreign language. During and after practice in variation, the teacher must assist the pupils in relating their new learning to previous learning. This step permits systematic review and helps keep older learning active and available. Such review is frequently called reentry or reinforcement.

The next step is controlled use of the foreign language. Providing opportunities for pupils to make appropriate selections from their fund of familiar structures and vocablulary is essential. At this point pupils approach free expression within the scope of their existing, usable knowledge.

The following chart is a schematic presentation of the steps in foreign language learning and teaching.

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*It will be noted that there may be factors which will alter the various starting points. These are merely suggestions and are intended to be somewhat flexible.

Teaching	*Learning*
1. Presentation	1. Understanding
2. Modeling	2. Imitation
3. Memorization drill	3. Memorization
4. Variation drill	4. Mastering variations
5. Setting up situations permitting limited selection	5. Selection, use, performance
6. Evaluation — individual, class, program, rate of progress, articulation, integration	

General Practices

The teacher should begin the foreign language period by speaking the foreign language long enough to permit the pupil to shift from thinking in English to using what he knows in the foreign language. The teacher should then provide a warm-up drill in speaking to involve all the class in using the foreign language aloud. Next should come the presentation of new material to be learned by the class. Presentation of new material challenges the teacher to foresee any difficulty in understanding and to be ready to make the essential meaning clear. He may be able to do this by facial expressions, gestures, and the use of a few simple properties. He may draw simple stick figures on the chalkboard. He may use puppets, paper dolls, or flannel cutouts on a felt board to hold the interest of the class and to portray the meaning vividly. He may prepare flashcards in water colors or by mounting pictures from magazines. He may project pictures from books, make rapid sketches using the overhead projector, or show a filmstrip. Once the meaning is clear, the teacher may wish to permit the class to indicate understanding through nonverbal responses. Members of the class may perform actions as directed in the foreign language, such as closing a window, handing the teacher a pencil, or opening a book. This intermediate and reassuring step is not always appropriate, and when it is not, the teacher proceeds to class imitation. He intends that the pupils become able to say the material clearly and meaningfully at normal speed.

The teacher says the first group of words to be imitated several times. He gestures to indicate that the entire class is to say the phrase after him. Extensive use of choral response by the entire class serves a dual purpose. It permits all the class to spend a maximum part of the class period actively using the language. It also permits the pupils to gain confidence in their ability to produce new and different sounds before performing alone. It is important to make sure from the beginning that the entire class is participating in group responses.

When the full-group response is reasonably good, the teacher calls upon parts of the group to imitate—again indicating which group is to speak by a gesture. First, large subgroups, such as boys, girls, front half, back half, left half, right half imitate. Then smaller subgroups, such as rows or small segments of the circle speak. The choice of subgroups to respond and the order of calling upon them should be varied to prevent monotony. Consistent use of a system of gestures to elicit responses saves practice time and helps keep the pace from dragging.

After a number of subgroup responses, the teacher calls for individual response. The mood and atmosphere of the classroom at this time are crucial. The pupil must feel free to make the attempt to speak aloud without fear of ridicule from teacher or classmates. He must know that he can expect approval for his efforts and assistance if he needs it. The assistance should be brief, usually a correct modeling of the phrase for the pupil to imitate, and then a return to group imitation. The return to group imitation performs two functions. It may prevent later individual mistakes because the mistake of the individual was the result of inadequate initial drill. The return to group response also frees the individual from an acute feeling of failure.

This phase in the process toward the mastery of material in the foreign language is at first extemely demanding upon the teacher and the class. The number of times a sentence is modeled, the number of responses of different types, and the opportune moment to shift from imitation must be determined by the teacher. He moves from simple imitation to using the new material in an exchange between himself and the class in which he speaks one role and the class speaks the other. He prompts as frequently as necessary. He then exchanges roles with the class and they go through the new material again. Next the roles are performed by two halves of the class, by smaller groups, and finally by individuals.

The amount of time regularly devoted to new material must be determined by the teacher, who can judge the attention span of the class, the satisfaction they gain from this stage of learning, and the most effective quantity to allocate for initial drill at one time. He must also be guided by the meaning of the material, selecting a portion with a logical beginning and ending.

Rapid review of a previously learned dialog or a familiar game or song should follow initial drill. It reminds the class that ease comes with familiarity, and that they have already mastered materials which seemed difficult at first. Time should be regularly allocated to the use of familiar material in new or varied situations. This expands the usefulness of the learning and permits pupils to select and recombine known expressions. Material learned in dialog form may be retold as a continued story to which several pupils contribute. Phrases learned in a unit involving a grocery store may be used again in a dialog at a clothing store. Many other links combining new and old learning will suggest themselves in each unit. The class period must also include material previously presented but only partially mastered. There are several techniques useful in memorizing and in varying dialogs or basic sentences. The teacher may produce the visual material used in the initial presentation again and ask the pupils to provide the appropriate words and phrases. He may present the material in a different manner—using different aids. He may model the phrases and sentences and ask the class to repeat each two times in rapid succession.

He may drill each exchange (question and answer or statement and response) by a chain drill, in which one pupil makes the initial statement or question to his neighbor who responds and asks the same question of his neighbor who responds and asks his neighbor. The drill should never be permitted to drag, nor should it always follow the same path around the class.

It can be terminated by a signal from the pupil that he wishes to ask the question of the teacher. In responding, the teacher may merely remodel the original response to improve pronunciation or intonation, or he may expand the response or the question. He can then direct the drill to another section of the class. Or he may answer the question and begin a chain on another réplique or change to another type of activity. Another type of practice is directed response, in which the teacher tells a pupil or the class what to say. He may direct, "John, say that the room is too warm." John says, "The room is too warm," (in the language of course). An expansion of this technique is directed discourse. Here the teacher directs one pupil to give a specific utterance and another to make a specific response. Directed discourse gives excellent practice in pronoun substitution and in subject-verb agreement, since the pupil must often change the "you" in the directing sentence to "I" or "We". If, for example, the pupil is directed, "Tell John you are sorry.," he must respond, "John, I am sorry." A third possibility is to have the pupil direct his remark to another pupil who makes any appropriate response he chooses.

Directed discourse is an aid to memorization. It can be practice in variation. It can be used for introducing new combinations of known material. It can also be a means of evaluating the pupil's ability to use structure correctly.

After the basic material is memorized, its function may be tremendously increased by teaching ways of expressing related ideas through variation. If a pupil learns ten basic sentences and can change each statement to a question or vice versa, the value of this new learning is doubled. If he learns in addition, through pattern drills, six ways to vary each sentence, his store of usable expressions is increased by sixty. If two more variations are added through directed discourse, the original ten has become a hundred. And most important, the pupil gradually learns to make his own variation in order to say what he wants to say and say it correctly.

Selecting correctly from knowledge of the foreign language is the most demanding and most satisfying step in foreign language learning. It is the actual employing of what has been learned. Providing situations which permit such use should be the culmination of each unit. They provide an opportunity for the teacher to judge the accomplishments of individual pupils and the quality and effectiveness of his own teaching. The opportunity to select correctly need not be elaborate. The ability to answer carefully chosen questions, to speak as directed, or to use an appropriate form in a transformation drill may be enough. Performing a simple, original dialog or acting a brief role are situations which permit the pupil to use what he knows. Composing a short report by answering guided questions is still another. Such activities succeed so long as pupils select from what they know and fail when pupils attempt to go beyond selection and recombination.

Having evaluated the performance of individual pupils at the end of a unit, the teacher must also examine critically his own techniques and program of instruction.

He might ask himself the following questions:

1. Are the pupils forming habits of correct usage through mastery of content and thorough drill?

2. Are all the pupils involved in using the language, or do a few perform more than others?
3. Are the pupils given a chance to enjoy using the language?
4. Do the pupils realize they are making progress and as a result experiencing satisfaction in their accomplishment?
5. Is the class progressing as rapidly as possible, or could they achieve more?
6. Is the class being rushed along too fast with no more than superficial learning taking place?
7. Do I keep pupil error in usage to a minimum by teaching the answer before I ask the question?
8. Do I encourage children of different levels of ability to achieve all they can?
9. Do I prevent individuals from being embarrassed by helping them promptly?
10. Do I correct individual pronunciation errors before they become firmly established?
11. Do I use class time with maximum efficiency to give the greatest possible amount of practice?
12. Is there any indication that the pupil experiences any repercussion of this learning in his life outside of school? (Comments indicating parental interest or pleasure in recognizing language on TV or at movies; bringing pictures, etc. to school.)

If the results of evaluation are not all favorable, if the teacher dwelt too long on memorization before beginning variation, or rushed to selection before memorization was complete, or drilled variations so long for the benefit of slow learners that rapid learners got bored, it is no tragedy. He can do better next time. He can judge better when to slow or accelerate progress, plan more carefully for varied challenging drill, or sometimes divide his class into two or three groups involved in different appropriate activities.

If the results of evaluation are very favorable, the teacher must avoid choosing a successful formula as a permanent rut, realizing that variety was part of the reason for success.

The teacher must consider each class as a part of the total program. Will it be ready for the learnings included in next year's plans? Will it have passed beyond its expected goals? If so, what can be done to prevent it from the frustration of backtracking or marking time? Must the articulation of the entire program be reexamined or revised?

All these evaluations should be thought through in relation to the ultimate goal: an integrated program moving systematically forward, providing a profitable and satisfactory foreign language learning experience for each pupil.

Beginning Instruction

The decision to teach listening and speaking first establishes the content of our course for the first years of instruction. The subject matter must be useful, authentic speech appropriate to the age, understanding, and interests of the children. A teacher's guide can help in planning the program of instruction if the guide meets the following criteria:

1. It employs the language as it is actually spoken.
2. It uses the most common words in the language.
3. It becomes gradually more difficult.
4. It provides systematic review within each lesson.
5. Its material lends itself to memorization.
6. It completely excludes English.
7. It completely excludes reading and writing.
8. Its content is of intrinsic interest to the age level at which it will be used.

If possible, it should be the beginning of a related series, to help insure systematic, continuous progress.

Constant use of the foreign language in the classroom without recourse to English is highly desirable. It avoids shifts back and forth from one sound system to another. It also provides strong motivation to learn, since the only way to enjoy the activities in class is to participate—in the foreign language. The elimination of English also increases the exposure to the target language —a considerable factor when one realizes how few minutes of each day may actually be spent with the foreign language.

If the FLES program begins in kindergarten, the first two years of instruction may be considered a readiness program. The two main purposes of such a program are the introduction of the sound system of the foreign language and the formation of favorable attitudes toward a different culture and toward language learning. The use of the foreign language at this level is primarily of two kinds. The first use is in games, activities and songs in which movements and objects are directly associated to foreign words and phrases. The second use is in familiar classroom routine and in courtesy phrases, greetings, and farewells.

Training in hearing and understanding the language precedes speaking. The teacher may demonstrate any simple activity and say in the foreign language what he is doing. From the beginning the teacher's use of the foreign language is its embodiment and reality to the children. The teacher is the model which they imitate. After he has repeated the activity and the foreign words or phrases several times, he may indicate that the class is to do what he is doing. By repetition of the action and the accompanying words he teaches the meaning of the words. Once the meaning is clear and well learned, the teacher should stop performing the action and direct the class to do it, using only the appropriate words. When the class does the action correctly, the teacher shows by

smiling and nodding approval that they have understood and performed correctly. Thus careful listening and reliance upon the ears begins in the foreign language classroom.

Simple activities and games may be introduced in this way before the children themselves speak. The children may also learn to follow directions for such kindergarten procedures as going to the piano, standing in a circle or forming a line. Familiar gestures indicating what is to be done help to establish the meaning of directions. The consistent use of gestures is of great help in classroom management throughout the entire FLES program. If the gestures are typical of native users of the foreign language, so much the better.

After the children have shown their understanding by motor responses, they may begin to imitate what the teacher says. The presentation by the teacher of a portion of the language for imitation is called modeling. The whole group should imitate together in what is sometimes called choral response. When the group is speaking distinctly and at normal speed, smaller groups may be called upon to recite together. The teacher does not speak with the children, but listens to their pronunciation, inflection and intonation. After small-group responses, individuals may speak alone. This order of practicing new material is followed consistently, and is continued when the physical activity is no longer a part of the program. From imitation of commands, it is possible to move to two-line exchanges. The teacher may teach, "I am standing up," after the class has practiced telling each other to stand up. Then he can direct, "Stand up," and the class can reply, "I am standing up." A further step would be to have the class direct the teacher to stand up. The teacher would reply. Then one-half the class may give the command and the other the response.

Exchanges of this kind are sometimes called répliques. Ordinarily a two-line exchange is long enough for the kindergarten child, but first graders might carry the exchange to three lines.

The most effective teaching aids at this level are the furniture and equipment of the kindergarten room. Toys, stuffed animals and dolls may be used in many ways. The foreign language period can be a continuation of the kindergarten idea of an activity period. The foreign language teacher should use the same techniques employed by the kindergarten teacher, not only because they are appropriate to the age of the children, but also because this consistency will make the foreign language period an integral part of their school experience.

A pre-school conference with the classroom teacher to explain the goals and methods of the FLES program is essential. One cannot overemphasize the necessity for inspiring a genuine interest in the classroom teacher. The teacher can make or mar the whole program by his enthusiasm or lack of it. If he encourages the program the children will respond. If, better yet, he participates, there will be no difficulty in developing a fine program. He should by all means remain with the class during the FL lesson, whether it is taught by a special teacher or by TV, and if he can develop an acceptable pronunciation, he should be encouraged to drill the children (planned, of course) and to bring in phrases into other areas of the daily schedule when suitable. Since the foreign language

period is very brief, the entire time should be used in language activity, not in hunting for the blocks or toys needed for the lesson. If the classroom teacher knows what equipment will be needed, he can often arrange to have it available. The alternative is for the foreign language teacher to carry with him whatever he needs. In this case, he should be provided a cart and storage space to which he always has access. Materials should not be introduced by saying "This is a doll," or "This is a bear," since we are not interested in acquiring lists of nouns. "The doll is walking," or "Let's play with the bear," teaches verbs and structure (Grammar) as well as vocabulary. The need to teach control of structure first will govern the choice of content for at least the first six years of instruction.

Although major emphasis is given to group activity and to choral response, the teacher should not be indifferent to individual responses or difficulties. By moving about among the children and listening carefully he can learn which children need help. Correct modeling directly to a child may eliminate his error. Otherwise, gentle inconspicuous assistance should be given when necessary. Checks on individual progress in kindergarten and first grade can be made during regular class activity. Ready, unhesitating participation is a good indication of understanding. A few individual responses daily of familiar verses or the commands in a game provide review and show individual mastery of learned materials. A chart should be kept of the ability of each pupil to produce the sounds of the foreign language as they occur in the language used in class.

Grades 2-5

Beginning in second grade, materials to be learned may be presented more frequently as talk than as activities. The exchange or exchanges which embody the structure to be learned are often called a dialog. A dialog in second grade would usually contain four lines of new material. The emphasis placed upon the sound system in kindergarten and first grade is replaced by emphasis upon structure. Structure is grammar, but the child learns to speak correctly through learning correct examples or patterns, not through learning rules.

No attempt should be made to use only one verb tense, though patterns should not be extremely long. It may be desirable to use only first and second person for some time, or, in some languages, to postpone third person plural until the second half of second grade.

Use of games and activities learned in kindergarten and first grade provide review and permit desirable physical movement and variety. New games and activities should be carefully selected for the structures employed and for their effectiveness in repeating difficult patterns or patterns unlike English structures. Thought should be given also to whether they express the culture of the foreign language. As the learning becomes less closely associated with activity, the use of pictures, dolls, and puppets helps make meaning clear. The dialog to be learned may first be presented by puppets. When the children have learned the dialog they may wish to present the puppets and also to perform themselves.

Dialogs can also be developed from teacher-pupil exchanges. The teacher models a sentence and listens to group repetitions until performance is good.

He then asks a question which may be answered by the sentence. The pupils respond. When the question-answer relationship is clear, the question may be learned by the class. The question and answer may then be practiced by teacher-pupil, pupil-teacher, group-group and pupil-pupil exchange. A series of related exchanges becomes a dialog. New dialogs may be developed by rearranging parts of familiar, older ones. Known material may be related to new material within new sentences.

After the introduction of third-person forms, the teacher may begin using familiar material in brief narratives. This gives opportunity for varied listening practice. The class may build a narrative of familiar sentences, perhaps following some natural sequence of daily routine at first. They may wish to learn a simple story and illustrate it or pantomime it. The teacher should avoid becoming too involved in art work, however. The use of language is the primary concern, and class periods are all too brief.

Most children's books published in the country of the foreign language must be rewritten for narration by the teacher. The structures used are usually too complex and the vocabulary is too difficult. Illustrations from such books may be effectively used if they are large enough or if they can be projected—after all the printing has been carefully blocked out.

The use of dialogs and basic sentences to teach the structure of the language continues through third, fourth and fifth grades. As the length of the sentences (sometimes called utterances, since we do not always speak in complete sentences) increases, it becomes necessary to break the sentence into parts. It is usually best to present the last portion first, then the next-to-last and last, and so on. This technique is called backward buildup. Its use is desirable because it permits retaining throughout the presentation the appropriate inflection of voice at the end. This terminal inflection is important because it often signals the meaning of the sentence. For example, "You are going," may be a statement if the voice drops while saying "-ing." The same words become a question if the voice rises while saying "-ing."

Brief, informal drill on structure takes place in the middle grades. For example, in the exchange: "I have a cat., Do you have a cat?", "Yes, I have a cat.", we are teaching subject-verb agreement. In "Give the book to him., Give the book to her., Give the book to me," we are drilling imperative mood and pronoun objects.

Evaluation in the middle grades may take place during normal classroom procedure. Several individual responses may be considered daily at the end of a unit. A limited grading scale such as: +, good; 0, satisfactory; —, poor; or 3, good; 2, satisfactory; 1, poor; 0, no response; is easier to handle rapidly than a more complex system.

Promptness, accuracy (correctness) and quality of pronunciation are three distinct aspects of performance about which it is possible to be fairly objective. It is helpful to select a limited and specific point to judge, such as the correct usage of a particular structure which the unit has emphasized. If the pupil's response is prompt, accurate and without pronunciation errors, you may rate it 3.

If it is accurate but hesitant, you may mark it 3— (3 minus) or 2. If it is accurate, but pronunciation is just fair, you might consider it a 2 or 2—. Inaccuracy and glaring pronunciation errors would rate 1— and so on.

Simple tests may be introduced. The pupil may indicate whether statements the teacher makes are true or false. He may circle the number the teacher says, selecting the correct number from among several. He may underline a picture which suggests a sentence the teacher reads.

The use of English to test understanding is to be avoided in FLES.

Pattern Drills

Beginning in sixth grade, formal, pattern drills may be introduced, though they should not be overemphasized nor drilled too long at one time. Grammatical explanations are still avoided, but the student may hear and recognize the regularity and consistency of the drills. It is important that he make use of the variations he learns through pattern drills.

If the class is reading, it is usually helpful to let them see a drill during its initial presentation. This is permissible since the drill is built of familiar words. Once the drill has been presented, however, it should be drilled entirely without reading.

Many kinds of pattern drills have been developed, and some have been given several different names. An understanding of what some common types are designed to teach is more important than a consideration of terminology. One type of drill is simple repetition. It simply introduces and makes familiar the forms employed. Other drills are called creative drills because the pupil makes a new utterance in the foreign language. Of the creative drills, many involve substitution.

The drill begins with a basic sentence which is to be changed according to brief instructions, known as cues. In the basic sentence, pupils may be directed to substitute, one at a time, a series of replacements for some portion of the original sentence. The new component is said to fill a slot. The idea is that each pattern sentence, like an automobile, consists of certain interchangeable parts. One sentence may, for instance, be drilled with a series of six different subjects or six different verbs, six different adverbial phrases or six different direct objects. For example:

Basic sentence: John has a book.

Teacher: John has a book.

Class: John has a book.

Teacher: John has a book. (cue) a pencil

Class: John has a pencil.

Teacher: John has a pencil. (cue) a dog

Class: John has a dog.

Etc.

Sometimes, changing one part will necessitate making other changes. For example, a new, plural subject in place of a singular one will require a plural verb form.

Basic sentence: John has a book.

Teacher: John has a book.

Class: John has a book.

Teacher: John has a book. (cue) we

Class: We have a book.

Teacher: We have a book.

Class: We have a book.

Teacher: We have a book. (cue) they

Class: They have a book.

Etc.

The second, main group of creative drills are mutation or transformation drills. They include changing verb tenses, changing voice, changing mood, changing from declarative to interrogative, from positive to negative, and so on. For example:

Basic sentence: Today John has a book.

Teacher: Today John has a book.

Class: Today John has a book.

Teacher: Today John has a book. (cue) yesterday

Class: Yesterday John had a book.

Teacher: Yesterday John had a book.

Class: Yesterday John had a book.

Teacher: Today Bill sees a movie.

Class: Today Bill sees a movie.

Teacher: Today Bill sees a movie. (cue) yesterday

Class: Yesterday Bill saw a movie.

Etc.

The third group are combination drills in which two parts, such as two clauses or simple sentences are combined to form a predetermined kind of whole—a compound, complex, or unreal conditional sentence. The class is instructed to combine the sentence following the pattern of the example.

Basic sentences: John is working. Bill is playing. While John is working, Bill is playing.

Teacher: John is working. Bill is playing. While John is working, Bill is playing.

Class: While John is working, Bill is playing.

Teacher: Ruth is playing. Jane is singing.

Class: While Ruth is playing, Jane is singing.

Teacher: While Ruth is playing, Jane is singing.

Class: While Ruth is playing, Jane is singing.

Teacher: We are painting. They are drawing.

Class: While we are painting, they are drawing.

Etc.

The fourth group includes responses. Sometimes the response is cued. Other times the class makes a selection. Since free responses cannot be effectively done in groups, and since no reinforcement can be given, free response drills are not well suited to pattern drilling. Here is a cued response drill.

Teacher: Do you want a game or a book? (game)

Class: I want a game.

Teacher: I want a game.

Class: I want a game.

Teacher: Did you go to bed at 9 or 9:30? (9:30)

Class: I went to bed at 9:30.

Pattern drills may be devised to increase fluency, to improve pronunciation, to establish habits or correct usage, and to extend through variation the usability of known materials.

Each new drill should be introduced by one or more examples. As the examples show, standard drill procedure is for the class to repeat the pattern sentence, then to hear a cue, or stimulus. They respond by changing the sentence according to the cue. The teacher gives the new sentence correctly and the class repeats this correct response. This format is abbreviated SRRR, meaning stimulus, response, reinforcement (or correction) and repetition. The format may be varied, as in the first example, to achieve specific goals.

A brisk pace is essential in a drill period. Pupils should not have to wait for cues. They should be given just enough time to respond promptly. Drill periods are more effective if they are not too long. Fifteen minutes is perhaps a maximum for eighth graders, and shorter periods are appropriate for younger pupils. Some drills may be used in several ways. A drill in changing verb tense may be used first as a repetition drill, then in the standard SRRR form, and finally, for very rapid review, in Stimulus-Response, Stimulus-Response form, eliminating the reinforcement and repetition. Obviously, the last way cannot be used until the verb forms have been well learned, as we wish to be careful not to drill incorrect forms.

Pattern drills should be used largely for choral response, but individual performance gives variety and a chance to evaluate or to give assistance.

Introduction of Reading and Writing

All written forms of the foreign language should be carefully withheld until the introduction of reading. The first material to be read should be a selection already thoroughly mastered audio-lingually. Words from the selection may be placed on flash cards and shown as they are being spoken. New words may be added until a whole sentence is completed. The flash cards may then be placed in order on the chalk rail or on a flannel board. Recognition of individual words may be drilled with the flash cards if certain ones cause difficulty. Since the material is familiar, recognition of words should also be drilled by rearranging the words to form different sentences.

The text may be mimeographed and the class may watch the paper while the teacher reads aloud. The class may then read in unison, a sentence at a time, imitating the teacher. After choral reading may come individual reading. Recombinations of familiar words, phrases, and structures prevent complete reliance upon memorized content. Such recombination may be mimeographed or projected to be read first by the teacher, then by the group, and then by individuals.

Writing may begin by having pupils copy the initial reading material. Copying focuses attention upon the written forms and develops coordination in producing the letter combinations characteristic of the foreign language. Letter-sound correspondences may be pointed out, using the reading text as a source of illustrations, and using, of course, the foreign alphabet. Brief spelling lessons on selected words may help to fix the correspondences. Particular emphasis must naturally be given to sound-letter correspondences in the foreign language which conflict with English sound-letter correspondences. For example, the sound [*S*] is usually spelled "sh" in English and "sch" in German.

Pupils may be assigned to study for dictation the sentences they have copied. The assignment serves to focus their efforts upon retaining spellings and punctuation. In giving an assigned dictation the teacher should read a sentence three times—once at normal speed, once in thought groups, allowing time after each group for the students to write, and a third time at normal speed, so that pupils may check their work.

Dictations should be brief and should be checked immediately in class, so that the pupils have prompt correction of any errors. Analysis of the dictation exercise by the teacher will show him whether certain correspondences need extra attention or certain spellings need to be retaught. While dictation is an artificial device, it helps the pupil retain careful listening habits and trains him to spell accurately. It also illustrates and emphasizes thought groups in the foreign language. This helps the pupil read more effectively.

Both copying and dictation should be continued throughout the FLES program. They may be combined and varied through such devices as spot dictations, in which the proper words to fill blanks in mimeographed reading are dictated. Writing skills may be further developed by having pupils fill blanks,

do completion exercises, write out pattern drills, and write sentences involving the choice of correct words or phrases.

It is important to remember that the introduction of reading and writing occupies only a small portion of each class period. Listening and speaking continue to predominate and should be given 80-90 per cent of class time each day.

Reading of familiar material should continue until known vocabulary and structures have been read. Occasionally new vocabulary may be included in reading material in a way which makes guessing the meaning possible by context clues or grammatical usage clues. The teacher may also introduce new words by supplying a synonym which is already familiar. Pictures may be helpful in teaching meanings of new words. A glossary in the foreign language may be developed. Word families and antonyms may be used to increase vocabulary. Every effort should be made to keep the pupils reading in the foreign language without recourse to bilingual vocabulary lists. Guessing of meanings should be encouraged and comprehension checks should eliminate misconceptions. More advanced writing exercises should still maintain control of form and content. Pupils may try making their own recombinations of familiar materials. They may change narratives to dialogs and vice versa. They may practice writing paraphrases of sentences.

After the introduction of reading, listening comprehension may be evaluated by brief multiple-choice questions or marking statements about a spoken paragraph true or false. Similar questions can also test reading comprehension. (See suggestion under Evaluation, pages 35-36).

Writing may be tested by dictation, writing of familiar sentences, or writing one part of a pattern drill involving some fundamental change. Knowledge of structure is involved in the latter exercise. Selection of a single, appropriate substitute or sentence component also tests knowledge of structure.

It is sometimes possible and desirable to establish a testing situation involving known forms and words and to have pupils say what they think would be appropriate. If the home and activities in various parts of the house have been the subject of a unit, the teacher might have one child pretend he is entertaining a friend at his home for the first time. The teacher could give the host and guest a few lines of directed dialog to get them started, and let them continue the conversation. He should never permit them to become involved in expressions beyond their knowledge. This type of exercise is a step toward free expression in the foreign language. Another exercise of this type is the giving of brief reports based upon a definite set of questions. The questions serve as models of form and also control the content, preventing its going beyond the pupil's resources.

Evaluation of speech continues to be important after the introduction of reading, writing, and summaries of paragraphs. No attempt at free composition should be permitted as the errors resulting would be multitudinous, diverse, and disheartening. In seventh or eighth grade the pupils may be mature enough and sufficiently skilled in the foreign language to begin making generalizations about structure. This activity is better postponed until reading

and writing are well established, and should be given only a small proportion of class time. The purpose of generalization is not to find rules to memorize. It is rather the prevention of error. Further, if pupils are skillfully helped to reach their own deductions, they will gain intense satisfaction from their discoveries and will retain them and employ them.

In seventh and eighth grades the percentage of class time devoted to reading may be increased from approximately five minutes of the thirty-minute class period in sixth grade to as much as ten or fifteen minutes of a forty-minute period. Writing may be increased from five minutes twice a week to five to ten minutes every other day.

Telescoping

While in a few areas pre-school foreign language instruction is being contemplated, many programs begin later than kindergarten or first grade. The teacher who begins teaching a foreign language later must telescope the content of a kindergarten-through-eighth-grade course into a shorter time. He must move more rapidly through each phase of instruction: the introduction and fixing of the sound system, the establishment of listening skills, the motor response to verbal stimuli, the presentation of basic structures. He must recognize that the older the children become, the less adept they are at imitation, the more bored they become with repetition, and the more self-conscious about speaking. The teacher beginning a program in third grade has an advantage in that many materials have been prepared for introducing a foreign language to this age group.

Beginning in grade two or grade four will involve some adaptations of such materials. A guide will need to be simplified and presented more gradually to a second-grade class. A fourth-grade class will find some of the content too childish and the teacher may wish to substitute new content to exemplify some structures and expand other sections to fit the interests of his class.

A teacher initiating a program in sixth grade might be tempted to adopt one of the texts developed for seventh or ninth grade. He would probably be wiser to begin with one of the coordinated tape and filmstrip series, or rewrite a guide planned for younger children, since these texts seem more appropriate for adaptation to older rather than to younger pupils.

The problem of telescoping might be described as acute at the seventh-grade level. The foreign language class is usually a full period in length in contrast to the briefer periods in earlier grades. Gradual assimilation is no longer possible. Some textbooks resort to the use of English as a time saver. While these textbooks endeavor to confine English to the first step of the learning process, the establishment of meaning, they inevitably increase the interference of the first language with the second.

This is unfortunate because the minds of children this age have already become more analytical and more critical than those of younger children. The differences between the new language and English will bother them, hindering their acceptance of what is different in the new, even if no English is used in the classroom. These children have also become extremely dependent upon

written forms, and learn through their ears reluctantly. Reading and writing should be postponed as long as possible to train the children to listen carefully and accurately. Otherwise their understanding of speech will be slowed by efforts to visualize the words they hear.

Each grade and age has distinctive characteristics which must be considered in planning the foreign language program. There is some tendency to ignore the differences between the seventh grader and the ninth grader and to move the ninth grade program unchanged down to seventh grade. A teacher who knows both age groups can mitigate the evils of such efforts, if he is unable to prevent them. While the maturity level varies greatly within both groups, the capacity for prolonged intense concentration and the attention span are markedly less in seventh grade. If ninth grade work is demanded of seventh graders, these differences are disadvantageous. But if standards are realistic, seventh graders have several advantages as language learners. They are psychologically and physiologically nearer the age at which acquiring a new language is easier. If instruction is geared to present rather than future characteristics, seventh graders can achieve much before ninth grade that is of high and lasting quality.

Integration

Enthusiasm of the classroom teacher for the foreign language being taught is very important. He is in the best position to alert the special teacher of foreign language to classroom activities which can effectively be integrated with the foreign language instruction. Children are highly motivated to learn to discuss, in the foreign language, realia used or produced in other classes.

The use of visual aids already in the classroom can also be a great boon to the traveling teacher who is always burdened with flashcards, dolls, puppets, hats, flannel boards, clock faces, and perhaps a phonograph or tape recorder.

Caution must be exercised, however. There should be no attempt to integrate any new learning before the concepts are thoroughly familiar in English. Simultaneous introduction of new learning in both languages may cause confusion and frustration. This does not eliminate the introduction of new concepts in the foreign language. Many aspects of everyday living in the foreign country, for instance, will be new learning presented initially in the foreign language.

We must fit any integrated material into our schedule of useful structures to be learned. We cannot afford to go far astray in the development of great quantities of technical vocabulary or in the description of complex processes or natural phenomena. Just as our own selection of structures and concepts is carefully limited, so must the extent and quantity of material to be integrated from other subject areas be carefully limited. Integration of classroom material can be a valuable interest booster when the newness of the foreign language begins to wear off, or a change of pace when the content of the guide becomes stale. Any units in the guide which are inappropriate to the age level of the class might be rewritten to involve the same structures but utilizing some of the vocabulary and content of a recently mastered social studies or science unit.

Arithmetic processes make excellent reinforcement drills for number concepts. The class, incidentally, will use numbers less effectively if they are taught in sequence. They are better learned in separate situations until they are well established.

Evaluation

Since the early objectives of FLES teaching are oral, the testing program at the end of this stage should be geared to express the child's ability to understand and respond orally. As mentioned previously, the tape recorder can be used in evaluation activities. In other words, the teacher may tape the oral questions and responses and listen to them at a later time. This can be accomplished by the teacher requiring the pupil to respond to a question or conversing with him on a specific subject during class time. The oral material given to each pupil should be the same in difficulty.

Comprehension tests are available to determine the child's ability to understand. The tests are usually a series of pictures given to the child with an oral statement requiring him to choose a picture which corresponds to the statement or question. For example, the four pictures might be four different kinds of weather conditions such as rain, snow, sunshine and wind. After these pictures are shown to the pupil, the teacher would say in the language, "It is raining today." The child would then check the picture which expressed this idea. These tests are usually constructed by the school system involved. As more appropriate materials for elementary-school pupils come on the market, commercial tests for this level will undoubtedly follow.

We evaluate, without exception, as the pupils use meaningful utterances —never by having them say sounds in isolation, paradigms, or conjugations. We do, however, carefully limit the testing situation in order to be objective. By deciding upon one key point to listen for at a particular time and by disregarding other elements, we can build an accurate and analytical evaluation of a pupil's foreign language accomplishments. During directed discourse, questions and answers, response or pattern drills, or games we listen exclusively for one of the following:

—Control (correct use) of structure—one specific item, such as the form of the object pronoun

—Pronunciation of a particular sound or the correct distinction between two similar sounds

—A distinctive intonation pattern

—Control of appropriate vocabulary

—Proper syntax

By preparing a checklist of points to be evaluated and a place opposite the name of each pupil for each item, it is possible to build gradually a record of individual accomplishment and of individual needs for reteaching or further drill.

Topics Appropriate to Grade Levels

Because regular reentry of FLES material is necessary to retention, it is desirable to present portions of different topics throughout the year rather than to exhaust a topic in one consecutive series of lessons. The teacher should keep in mind in developing any topic that structure is of primary importance; vocabulary is secondary. Analysis of any large sampling of talk or literature of any language shows that a nucleus of 500-1000 words occur many times and that words beyond this central core occur rather infrequently. Ability to handle structure and the basic vocabulary should come first and additional words should be added later. The teacher need not teach all the words related to any topic all at once. A topic such as weather or geography may be reentered this year, next year, and in years to come at succeedingly complex levels.

Kindergarten

Courtesy phrases—please and thank you
Greetings and farewells employing foreign versions of the children's names
Simple directions—"stand up," "sit down," etc.
Games, songs, rhymes
The child himself—boy, girl, hands, feet
Animals—cat, dog, rabbit
Simple actions—walk, run

First Grade

Review of kindergarten learnings
Classroom directions
The child—age, size (large, small), face, arms, legs
Family—mother, father, brother, sister
Numbers—1-10
Days of the week
Pets
Activities—draw, "go to the board," "open the door," "put on shoes," etc.
Clothing—hat, coat, mittens, boots

Second Grade

Review
Family—grandparents
Concept of old and young
Weather—hot, cold
Time—morning, afternoon, evening
Activities—bike riding, playing ball, building a snowman, jumping rope
Playthings—dolls, planes, trains
Coming to school, leaving school, crossing the street
Numbers—10-20
Days of week

Third Grade

Review
Clothing—color
Farm animals--horses, chickens, cows
Telling time—daily activities
Size comparisons
Meals—main food groupings: meat, fruits, vegetables
Right and left
Family—aunts, uncles, cousins
Seasons
Numbers to 100
Addition and subtraction
Weather—rain, wind, snow, sunshine
Months
House—doors, windows, roof, chimney

Fourth Grade

Transportation—train, plane, car, truck, bus
Dates
Ordinal numbers
Multiplication and division
Specific foods
Rooms of house, activities in them
Points of compass
Rivers, mountains
Space concepts—in front of, beside. behind, etc.

Fifth Grade

Activities—reading, writing, studying, sports
Cities—capitals, museums, schools, cathedrals, size, population, location
Transportation—streetcar, subway, bus, car
Geography—hills, plains, oceans, lakes

Sixth Grade

Great men
Autobiographies
A trip to the country of the foreign language—packing, travel to point of departure, boat or plane trip, arrival, visits to places of interest
Selections from the history of the country of the foreign language

Seventh and Eighth Grades

Foreign language periodicals appropriate for the age group
Plays and short stories in the foreign language

Textbooks used in the foreign country

Correspondence and taped materials exchanged with foreign children

Selected cultural readings in the foreign language which do not include concepts beyond pupils' maturity and comprehension

Summary of Operational Principles Regarding Instructional Procedures

1. Initial instruction in a foreign language should be so designed as to develop listening comprehension and speaking facility. Reading and writing of the language should not be introduced until the pupil has facility in listening and speaking.
2. Pupils should hear only native (or near-native) speech as a model for pronunciation. Teachers whose speech is not native in character should avoid having pupils imitate their speech.
3. Pupils should be encouraged to mimic the expressions and gestures they see as well as the speech sounds they hear during foreign language instruction.
4. Learning activities involving repetition of foreign utterances should be continued to point that response to both outward stimuli (such as a question) and inward stimuli (such as thought) becomes automatic.
5. Utterances in the second language should be used and repeated orally by the pupil in settings which reveal their meanings until a connection between the oral sign and its referent has been established. After this connection is clearly established repetition of the utterance may be undertaken apart from situations in which the meanings are evident.
6. Foreign language vocabulary should be presented to pupils as complete utterances. Words should not be presented in isolation.
7. Learning activities involving dialogs, monologs, games, songs and rhymes should be so designed as to encourage the intrinsic motivation of the pupil toward learning the foreign language.
8. Colloquial speech, drawn from natural child-oriented situations, should be the basis for the selection of vocabulary and structural patterns. Complex literary structural patterns should not be presented during the initial instructional period.
9. Familiarity with the structural patterns of the foreign language should be acquired through normal usage of the language. There should be no formal instruction and grammatical analysis made during the early stages of instruction.
10. Selected elements of the culture of the people represented by the foreign language should be interwoven with instruction in the language.

SAMPLE TEACHING UNITS

The foreign language unit is not a separate entity. A new unit is begun during the completion of the preceding unit. Two of the unit's important characteristics are the relating of new material to previously learned material and the foreshadowing or planting of structures to be studied more thoroughly in the future. It includes a specific quantity of new material to be mastered. The new content is a portion convenient to handle, related in structures presented, and in vocabulary involved. Its logical beginning is the presentation of the first of the new materials. Its conclusion is the evaluation of the learning which has transpired and of the effectiveness of the teaching techniques employed.

EXAMPLE I—KINDERGARTEN

GOALS

Begin introduction of German sound system: [ts] (spelled z) in Zug, schwarze

[y] or ich-laut in Richard
Kätchen
Mädchen

[x] or ach-laut in Tag

[ø] in schön

Begin ear training and listening comprehension indicated by motor, (not yet verbal) response.

Teach a simple game.

Teach simple commands.

Teach a simple question.

TOPIC AND TEXT	ENGLISH EQUIVALENT
Guten Tag!	Hello!
Auf Wiedersehen!	Goodby!
Steh' auf! Steht auf!	Stand up.
Setz' dich! Setzt euch!	Sit down.
Komm' her!	Come here.
Ja	yes
Nein	no
Das ist ——. Ist das ——?	That is——. Is that——?
Stell' dich her!	Stand here.
Das ist ein Junge.	That is a boy.
Das ist ein Mädchen.	That is a girl.
German first names for children.	
Ich heisse Herr	My name is Mr.
Frau ——.	Mrs. ——.
Fräulein	Miss
schön	pretty

MATERIALS AND AIDS

Poster of Austrian boy and girl in traditional costume

Large picture of German train

METHODS AND TECHNIQUES

Check the class roll in advance for children's first names with obvious equivalents in the foreign language.

Have a conference with the kindergarten teacher explaining your goals and how you will go about achieving them. Ask him to remain in the classroom, if possible, to become familiar with what the children are learning. As you go along, ask his opinion on your rate of progress, individual achievement, pupil interest, and so on.

FIRST DAY—

If possible, arrange for the classroom teacher to have the children seated in a large semicircle wearing large name cards. When you come in, smile and say:

1. „Guten Tag! Ich heisse ——." (Hello. My name is ——.)
2. Smile at a child whose name has a foreign language equivalent which the children will recognize easily. Shake his hand and say, „Guten Tag, Karl." Repeat with five or six more children.
3. Place a chair before the class and say, „Ich setze mich," (I am sitting down.) and sit down. Stand up, saying, „Ich stehe auf." (I am standing up.) Repeat two or three times. Then say, „Steht auf!" and gesture for children to rise. When all have risen, say, „Setzt euch!" and gesture for them to sit. If necessary help a child rise and sit to convey the idea. Practice several times with gestures, until all respond without hesitation.
4. Show Austrian travel poster of small boy and girl.

   Point to girl, saying, „Das ist Kätchen." (That is Katy.)

   Point to boy, saying, „Das ist Richard." (That is Richard.)

   Point to each of the children you greeted earlier by name, saying, „Das ist Karl. Das ist Anna," etc.
5. Shake hands with each of children named, saying „Auf Wiedersehen, Karl. Auf Wiedersehen, Anna. ——"

   Say, „Auf Wiedersehen, Klasse," and leave.

SECOND DAY—

1. Greet class, then pupils named the day before, then several more children.
2. Review: Ich setze mich. Ich stehe auf. Steht auf! Setzt euch! Das ist Kätchen. Das ist Richard. Das ist—using pupil names.
3. New learning: Using poster, point to girl saying, „Das ist ein Mädchen." Using poster, point to boy, saying, „Das ist ein Junge."

Say, „Anna ist ein Mädchen, Klara is ein Mädchen," using five or six girls' names and pointing to the girls.

Say, „Paul ist ein Junge, Karl ist ein Junge," using five or six boys' names and pointing to the boys.

4. Shake hands with several, saying, „Auf Wiedersehen, Elisabeth," etc. Say, „Auf Wiedersehen, Klasse," and leave.

THIRD DAY—

1. Review greeting and *Das ist*—using names. Review *Das ist ein Mädchen/ Junge.*
2. New learning: Point to a boy and say, „Ist das ein Junge?"

   Nod and say, „Ja, das ist ein Junge."

   Point to a girl and say, „Ist das ein Mädchen?"

   Point to a boy and say, „Ist das ein Mädchen?"

   Point to a girl and say, „Ist das ein Junge?"

   Shake head and say, „Nein." (Don't get involved with *kein* yet!!)

   Point to a boy and say, „Ist das ein Mädchen?"

   Shake head and say, „Nein."

   Continue to go around class with the question. Class may begin to indicate yes or no by gesture with you or even to say, „Ja" or „Nein."
3. Review *Steht auf* and *Setzt euch.*
4. Auf Wiedersehen.

FOURTH DAY—

1. Review previous learning, except for *Junge* and *Mädchen*
2. New learning: Show picture of German train, saying, „Das ist der Zug."

   Imitate train, using arms as pistons, clenching fists.

   Say, „Zug, zug, zug, zug" for sound.

   Have children stand and move arms as you say, „Zug, zug," etc.
3. Review: *Das ist ein Junge/Mädchen.*

   Ask, „Ist das ein Junge/Mädchen?"
4. Recombination: *Ist das Karl? Ist das Anna?* Nod or shake head to indicate correct or incorrect identification, saying, „Ja" or „Nein."

FIFTH DAY—

1. Greeting.
2. Review: *Das ist ein Junge/Mädchen; Karl/Anna.*
3. Show train picture, saying, „Das ist ein Zug." Repeat train imitation. Say „Machen wir einen Zug! Steht auf!"

   Make the child at one end of the first row the first of the train. Place the left hand of the next child on his shoulder. Without recourse to English,

get each row arranged as a train, working right arms as pistons.
Say, „Das ist der Zug,

Der schöne, schwarze Zug.
Zug, zug, zug, zug,
Zug, zug, zug, zug,
Zug, zug, zug, zug,
Zug, zug, zug, zug.“ Repeat as they move arms, standing still.

SIXTH DAY—

1. Review
2. Today move the train out and around the room, having second row join at end of first, third at end of second. You may wish to have a tape of the verse for them to chug about to. Bring train back to place. Say, „Setzt euch!“ Make clear the meaning of *schwarz* by pointing to objects or articles of clothing that are black and saying, „Schwarz“ as you point to each.

SEVENTH DAY—

1. Review
2. New learning: Singular form of the commands *Steht auf! Setzt euch!* Say, „Steh' auf, Karl! Setz' dich, Karl!“ Begin with children you are sure will be able to understand and respond.

EIGHTH DAY—

1. Review
2. Introduce, „Komm' her!“ (come here) indicating meaning by gesture. Then form train behind a child who has come to the front. Say to each child, „Komm' her!“ Place each behind the other saying, „Stell' dich her!“

NINTH DAY—

1. Review
2. Say, „Komm' her!“ Then say, „Guten Tag.“ Shake hands. Say, „Auf Wiedersehen.“ Then say, „Setz' dich!“

TENTH DAY—

Review unit. Evaluate by noting promptness of nonverbal responses.

NOTES TO TEACHERS

Resist the impulse to go beyond the basic text during the first weeks. Extreme simplicity and clear understanding at the beginning are the best foundations for pupil confidence.

Do not hesitate to shorten any section of the plan, or the period itself, at any sign of boredom or flagging attention. Later you will have a resource of familiar games and songs to resort to, to hold interest and add variety.

Classes will vary greatly. Adjust presentation of new material according to class mastery. Try to include something new daily, but go slowly enough at first for each pupil to understand. This unit could occupy ten days or three rather than two weeks.

By the second or third day you will need to decide whether to give foreign names to children whose names have no foreign equivalents. They will be asking what their names are! You may wish to say at the end of a period (or have the classroom teacher tell them, to avoid using English) that you will give them different foreign names. If they don't seem to want them, or if you judge the names would upset or confuse them, you will have to give up the desirable situation of being entirely within the new sound system during the whole class period. Do not overlook the fact that some children may feel left out if they don't have a foreign name.

No oral response is expected in this unit. If oral response has been made spontaneously, judge by whether it was widespread or involved only a few pupils whether to elicit verbal or motor response in the next unit. When you do begin having children speak, have them say the verse from this unit as they play the game. Have them take the teacher's role and give the commands and ask the questions. Have them do simple chain drills of *Das ist*—giving the name of the child next to them, and of *Ist das ein Junge/Mädchen?*

Vary the order of review. Put new learning early in the period (a length of fifteen minutes is assumed here), after a successful performance of familiar material.

Always use *Guten Tag* at beginning of class and *Auf Wiedersehen* at end.

EVALUATION

Do individual evaluation throughout the next few weeks as you continue to review this unit and to introduce the next unit. Observe the promptness of the motor response in a situation in which the child comes to the front to shake hands or obeys the other commands in the unit.

Evaluate teaching techniques by observing pupil enjoyment and enthusiasm—or its absence.

EXAMPLE II—GRADE 2

Meine Schwester Erika hat Geburtstag

Dialog 1.

A. Meine Schwester hat Geburtstag.	A. My sister is having a birthday.
B. Wie alt ist sie?	B. How old is she?
A. Sie ist acht Jahre alt.	A. She is eight years old.

Dialog 2.

A. Hat sie eine Gesellschaft?	A. Is she having a party?
B. Natürlich. Zehn Kinder kommen.	B. Of course. Ten children are coming.
A. Sind sie auch 8 Jahre alt?	A. Are they eight years old too?
B. Nein. Sie sind nur 7 Jahre alt.	B. No. They're only seven.
A. Wann kommen sie?	A. When are they coming?
B. Heute nachmittag.	B. This afternoon.

Dialog 3. (optional)

A. Wo spielen die Kinder?	A. Where are the children playing?
B. Sie spielen im Wohnzimmer.	B. They're playing in the living room.
A. Spielt Erika mit?	A. Is Erika playing with them?
B. Ja, sie spielt mit.	B. Yes, she's playing with them.

Dialog 4.

A. Welches Lied singen die Kinder?	A. What song are the children singing?
B. Sie singen das Geburtstagslied.	B. They're singing the Birthday Song.
A. Singt Erika mit?	A. Is Erika singing with them?
B. Nein. Sie singt nicht mit.	B. No. She isn't singing with them.

Dialog 5.

A. Wielviele Kerzen hat der Kuchen?	A. How many candles has the cake?
B. Er hat acht Kerzen.	B. It has eight candles.

GOALS

To teach: use of interrogatives *wann* and *wie*. Third person plural pronoun *sie* in contrast to third singular *sie*.

To establish third person singular and plural forms of *haben, sein, singen, spielen.*

To introduce: *mitsingen, mitspielen.*

To plant for further development: prepositional phrases with dative objects.

To teach: Birthday song.

METHODS AND TECHNIQUES

A. Teach Dialog 1

1. Present each line for understanding.
2. Model each line 3 times.
3. Have each line repeated by entire class 5 times, then by half the class, then by a quarter of the class, and then by rows from front to back.
4. Check pronunciation, normal speed, intonation.
5. Drill each pair of lines as chain drill.
6. Have each exchange performed as directed discourse.
7. Have each exchange performed by: teacher-pupils, pupils-teacher, boys-girls, girls-boys, left half-right half, first row-third row, second row-fourth row, fifth row-sixth row, individuals.
8. Vary as directed discourse, changing only one element each time.

B. Follow this procedure, slightly varied, with all dialogs.

MATERIALS AND AIDS

Pictures of children's parties, birthday cake, children singing

Flannel board

Flannel figures of children, one girl used consistently as *sie*

Flannel cake

Flannel candles in contrasting or varied colors and/or cardboard cake made from round hatbox

Candles and wire holders

For variation—stick figures on board

NOTES TO TEACHERS

In presenting Dialog 2, group several figures at one side of flannel board and place one girl apart. Point to girl, saying, „Sie ist 8 Jahre alt." Point to group, saying, „Sie sind nur 7 Jahre alt." Drill. Point to group of figures and to individual with different uses of *sie*.

Use flannel cake and candles to drill: *Wieviele Kerzen hat der Kuchen?* Use different numbers of candles.

Drill also: *Welche Farben haben die Kerzen?* Insist on use of *sie* in response.

Sing *Geburtstagslied* to children having birthdays this month.

CORRELATION

Reenter previously learned:

Numbers—in ages and in numbers of candles

Interrogatives—*wer, wo, was, wieviel* in questions

Time of day—*morgen, nachmittag, abend.* Drill with *Wann kommen die Kinder? Heute morgen? (Nein.) Heute abend? (Nein.) Heute nachmittag? (Ja.)*

Correlate with most recent unit on color—*Welche Farbe hat der Kuchen? —haben die Kerzen?* Cue pronouns *er* and *sie.*

Months—*Wer hat im Januar Geburtstag?*, etc.

EVALUATION

Pronunciation—Check correct pronunciation of *z* in: *zehn Kerzen*

Comprehension—Brief narrative, changing name of child, age, time of party, number of children coming. Then series of statements about narrative. Ask children to mark + or — if statement is true or false. Do not use in these statements any facts from original dialog, as this would be confusing. Procedures (instructions in FL) have been previously taught and practiced.

Structure—Ask questions to be answered using third person plural pronoun and correct verb form. Involve no new interrogatives and use only verbs

drilled in unit. Permit no ambiguity in use of *sie*. Question four or five children a day at end of unit.

Example

Read narrative aloud:

Mein Bruder Franz hat Geburtstag. Er ist neun Jahre alt. Vierzehn Kinder kommen heute abend zu einer Gesellschaft.

Read statements:

1. *Johann hat Geburtstag.*
2. *Er ist neun Jahre alt.*
3. *Sechs Kinder kommen zu einer Gesellschaft.*
4. *Sie kommen heute abend.*

Children number from 1 to 4 and write plus or minus.

Checklist

Name	*Pronunciation** "Z"	*Comprehension* Number right on T-F	*Structure*** Use of *sie* and verb	*Total* Possible 10
John	2	4	3	9
Mary	1	3	2	6
Sue				

*Rating on Pronunciation—3=good, 2=fair, 1=poor

**Rating on structure—3=prompt, correct, 2=slow, correct, 1=incorrect

EXAMPLE III—GRADE 4

TOPIC AND TEXT

Dialog 1—Karl und Emil gehen in die Bibliothek. (Karl and Emil go to the Library)

A. Wohin geht ihr nächsten Samstag?	A. Where are you going next Saturday?
B. Karl und ich gehen in die Bibliothek.	B. Karl and I are going to the Library.
A. Holt ihr mir ein Buch ab?	A. Would you pick up a book for me?
B. Gerne. Willst du etwas Besonderes?	B. Glad to. Do you want something special?
A. Ja, bitte. Ich muss einen Bericht schreiben.	A. Yes, please. I've got to write a report.
B. Worüber willst du schreiben?	B. What are you going to write about?
A. Über die deutsche Bundesbahn.	A. About the German Federal Railroad.
B. Wir können dir etwas heraussuchen.	B. We can look up something for you.

Dialog 2—In der Bibliothek (In the Library)

A. Kann ich euch helfen?	A. May I help you?
B. Wir suchen Bücher über die deutsche Bundesbahn.	B. We're looking for books about the German Federal Railroad.
A. Hier sind Bücher über Deutschland und dort drüben sind Bücher über Bahnen, Flugzeuge, Lastwagen, usw.	A. Here are books about Germany, and over there are books about trains, planes, trucks, etc.
B. Darf ich diese Bücher ausborgen?	B. May I check out these books?
A. Ja, wenn ich sie auf deine Karte schreibe.	A. Yes, if I put them on your card.
B. Vielen Dank.	B. Thanks very much.

GOALS

To introduce: reading and writing

To teach: dative pronoun objects
accusative expressions of definite time
adjectives used as nouns

To plant: dependent work order
use of model auxiliaries

To reenter: Accusative direct objects
accusative after certain prepositions

ORDER

Audio-lingual mastery

Introduction of reading

Introduction of writing

MATERIALS AND AIDS

Cardboard (9x12) set up as library card for Emil Schmidt
Pictures of libraries, planes, trains, trucks
Reports made in other courses (*Berichte*)
Word and phrase cards for chalk rail
Mimeographed copy of each dialog

METHODS AND TECHNIQUES—Introduction of Reading

A. Usual audio-lingual mastery

B. Introduction of reading

1. Teacher reads aloud Dialog 1. Pupils read silently.
2. Teacher reads each sentence divided into thought groups. Class reads in thought groups, imitating teacher. (Watch to see that eyes are on mimeosheet.)

3. Subgroups read aloud in thought groups.
4. Teacher reads full sentences. Full class imitation. Subgroup imitation.
5. Class reads dialog in unison. Subgroups read in unison.
6. Individuals read sentence by sentence.
7. Individuals read dialog.

C. 1. Place cards in chalk rail out of order: *Nächsten Samstag* (Next Saturday), *geht* (go), *wohin* (where), *ihr* (you). Have pupils read cards as they are; then arrange correctly.

2. Replace cards, substituting *gehst* and *du* (go, singular and you, singular) for *geht* and *ihr* (go, plural and you, plural—again out of order. Then substitute *nächsten Mittwoch* (next Wednesday) for *nächsten Samstag* (next Saturday). Then substitute *in die Bibliothek* (to the library) for *wohin* (where).

D. 1. Continue, keeping articles and nouns together and phrases together. Alternate such practice with individual and group reading and with the introduction of Dialog 2.

2. Select cards showing [*g*] sound. Say, „Der Buchstabe g sagt [*g*],“ and illustrate. The letter *g* says [*g*]) Proceed to other sound-letter correspondences. Don't try to do all of them in one unit.

3. Spell individual words, in the foreign language alphabet, looking at cards, then without cards.

NOTES TO TEACHERS

Correlations done during audio-lingual phase.

Begin reading Unit 1 during next-to-last five minutes of class period during Unit 3.

Use last five minutes to drill new learnings in Unit 3.

Make clear pupils are not merely to recite dialog. Indicate importance of learning how sounds and words look.

As many as five class periods (five minutes each) may be devoted to method B.

C activities focus attention on individual words and prevent complete dependence upon memorized dialog.

D activities must never drag. Rely mainly on group response, calling upon each pupil often enough to keep him on his toes.

EVALUATION

Write a recombination narrative of dialogs. Make minor changes involving only familiar words.

Make up a series of multiple-choice questions. Facts of the original dialog may be included as incorrect choices.

Write three possible answers to a question, only one of which would be appropriate. Read the question. Have the class select the appropriate answer from the three on their paper. Five of each, or three of one and two of the other would give a reading score of 10 or 5.

You may wish from now on to grade audio-lingual and reading-writing achievement separately as A/B or B/C, for example. (A for listening-speaking, B for reading-writing).

METHODS AND TECHNIQUES—Introduction of Writing

A. Copying

1. Have pupils copy Dialog 1. Check errors carefully. Analyze (see which words were missed frequently) and teach or reteach spelling of words frequently misspelled.
2. Write on the board or project by opaque or overhead projector sentences from the dialog, or similar to dialog sentences, leaving blanks for pupils to fill. Say the word or group of words they are to put into the blanks. Pupils may write them at their desks. Some may fill them in on the board.
3. Hand out mimeographed sentences containing blanks. Have pupils select appropriate words from a reference list at the bottom of the page.

B. Substitute some picture cards for word cards in sentences on the chalk rail. Have pupils come to the board and write the words above the pictures to complete each sentence correctly. Have the correct spelling on the back of the picture. Turn picture over to check spelling above.

C. Dictation

1. Have pupils study sentences 1, 2, and 3 from Dialog 2 for dictation. Explain that they will be expected to spell all words correctly and to punctuate correctly.
2. Dictate one or two of the sentences the next day. Say the sentence once at normal speed, once with a pause for writing after each thought group, and again at normal speed.
3. Check immediately and have pupils rewrite correctly three times each sentence in which errors were made.
4. Analyse errors and teach spellings commonly missed.
5. Assign two or three sentences for dictation regularly.
6. Alternate copying, blank filling, and dictation as writing practice.

NOTES TO TEACHERS

Copying is to teach muscular coordination of letter groups which appear frequently in the foreign language. Writing correct sentences is not a waste of time, but helps fix sound and letter correspondences, spellings, and struc-

tures. Filling blanks keeps errors to a minimum while writing habits are being formed.

Since only 20 minutes per day are usually available, pupils should probably read *or* write each day, or even twice a week.

You may wish to postpone reading and writing skills until sixth grade, if 30-minute periods are scheduled then. Some schools even wait until full-period classes are scheduled in grades seven and eight.

In B activities pupils at their seats write the words also. Ask them whether spelling on board is correct.

EVALUATION

Dictate a sentence or two which combine elements previously studied for dictation. Give a new sentence to be copied.

Leave blanks in several recombined sentences and have pupils write them, filling the blanks from a reference list which includes several inappropriate but familiar words.

Give spot dictations. Read a sentence of which pupils have a copy. Leave blanks in their copy for them to fill as you read the sentence aloud.

EXAMPLE IV—UNIT SHOWING USE OF PATTERN DRILLS, MATERIAL ADAPTATION, AND SOME TECHNIQUES FOR DEVELOPING READING SKILLS

TOPIC AND TEXT

(from *Kinderduden,* Bibliographisches Institut, Mannheim)

„Am Meer

„Die Eltern von Peter und Monika haben ein hübsches Sommerhäuschen am Meer. In den Ferien und an den Sonntagen fahren alle dorthin, um sich zu erholen.

„Mit dem grossen Dampfer, der am Bollwerk im Hafen liegt, sind sie heute morgen ganz früh gekommen. Auch Tante Gertrud mit ihrem Dackel ist wieder dabei.

„Was ist denn dort auf dem Wasser in der Nähe des Strandes geschehen? Ein Mädchen und ein Junge waren hinausgerudert. Der Junge brachte das Boot mutwillig zum Schaukeln. Plötzlich half der Wind ein bisschen nach, und das leichte Boot kippte um. Jetzt liegen beide im Wasser und müssen an Land schwimmen. Gott sei Dank ist es nicht tief.

„Peter und Monika haben das gar nicht bemerkt, weil sie sich so sehr über den schönen, weissen Sand freuen. Da ruft die Mutter: ‚Peter, Monika, kommt und zieht euch um, wir wollen baden gehen!' Da ist die Freude gross."

Revised text—Part 1

Die Eltern von Peter und Monika haben ein Sommerhäuschen. (Ein kleines Haus ist ein Häuschen.) Es ist am Meer. Es ist hübsch. Alle fahren dorthin. Sie fahren in den Ferien und an den Sonntagen dorthin. Sie wollen sich erholen. (Sie wollen nicht arbeiten. Sie wollen sich ausruhen.)

Sie sind heute morgen ganz früh mit dem grossen Dampfer gekommen. Jetzt liegt der Dampfer am Bollwerk im Hafen. Auch Tante Gertrud ist wieder dabei. Ihr Dackel ist auch dabei.

Questions (Group 1)

1. Wo haben Peter und Monika ein Sommerhäuschen?
2. Ist es gross oder klein?
3. Wann fahren sie dorthin?
4. Wer ist auch wieder dabei?
5. Hat Tante Gertrud eine Katze?
6. Sind sie mit dem Flugzeug gekommen?
7. Wo ist der Dampfer jetzt?

Dialog 1

Vater: Fahren wir am Sonntag zum Sommerhäuschen!
Mutter: Schön. Die Kinder werden sich freuen.
Vater: Fahren wir mit dem Wagen dorthin?
Mutter: Wie wäre es, mit dem Dampfer zu fahren?
Vater: Das ist eine Idee! Kommt Tante Gertrud mit?
Mutter: Wenn sie die Zeit hat, kommt sie gerne mit.
Vater: Ich rufe sie an und lade sie ein.

Revised text—Part 2

Etwas ist dort auf dem Wasser geschehen. Es ist in der Nähe des Strandes geschehen. (Das Flugzeug ist nicht in der Nähe des Strandes. Es ist weit von dem Strand.) Ein Mädchen und ein Junge waren hinausgerudert. Der Junge brachte das Boot mutwillig zum Schaukeln. Plötzlich half der Wind mit dem Schaukeln. Das Boot ist leicht. Es kippt um. Jetzt liegen beide (das Mädchen und der Junge) im Wasser. Sie müssen an Land schwimmen. Es ist gut, dass das Wasser nicht tief ist!

Questions (Group 2)

1. Wer war hinausgerudert?
2. Was tat der Junge?
3. Was half ein bisschen mit dem Schaukeln?
4. Wie ist das Boot?
5. Was tat das Boot?
6. Wo liegen das Mädchen und der Junge?
7. Wohin müssen sie schwimmen?
8. Ist das Wasser tief?

Dialog 2

A. Was ist auf dem Wasser geschehen?
B. Wo?
A. In der Nähe des Strandes.
B. O! Der Junge hat das Boot geschaukelt.
A. Und es ist umgekippt?
B. Ja, und die beiden mussten an Land schwimmen.
A. Es freut mich, dass das Wasser nicht tief ist!

Revised text—Part 3

Peter und Monika haben das gar nicht gesehen. Sie spielen so gern in dem Sand. Der Sand ist schön und weiss. Sie freuen sich sehr über den Sand. Da ruft die Mutter: „Peter, Monika, kommt und zieht euch um. Wir wollen baden gehen!" Da ist die Freude gross.

Questions (Group 3)

1. Wo spielen Peter und Monika?
2. Wie ist der Sand?
3. Wer ruft die Kinder?
4. Was sollen die Kinder tun?
5. Wollen sie baden gehen?
6. Wie wissen wir, dass sie baden gehen wollen?

Dialog 3

Tante Gertrud: Habt ihr das gesehen, Kinder?
Peter: Nein, wir haben im Sand gespielt.
Tante: Ihr freut euch über ihn, nicht?
Peter: Ja, aber dürfen wir baden gehen?
Tante: Vielleicht können wir auch ein bisschen hinausrudern.
Peter: Schön! Wir ziehen uns gleich um.

PATTERN DRILLS

1. Substitution—dative singular

Pattern sentence: Was ist auf dem Wasser geschehen?

cue	response
im Häuschen	Was ist im Häuschen geschehen?
in der Nähe des Standes am Bollwerk, im Hafen	Was ist in der Nähe des Strandes geschehen?, etc.

2. Alternate substitution

Pattern sentence: Wir sind heute morgen mit dem Dampfer gekommen.

cue	response
mit dem Zug	Wir sind heute morgen mit dem Zug gekommen.

cue *(cont.)*	response *(cont.)*
Er	Er ist heute morgen mit dem Zug gekommen.
mit der Bahn	Er ist heute morgen mit der Bahn gekommen.
Die Eltern	Die Eltern sind heute morgen mit der Bahn gekommen.
mit dem Wagen	Die Eltern sind heute morgen mit dem Wagen gekommen.
Ich	Ich bin heute morgen mit dem Wagen gekommen.
mit dem Flugzeug	Ich bin heute morgen mit dem Flugzeug gekommen.

3. Verb agreement
Pattern sentence: Beide haben im Wasser gelegen.

cue	response
Peter und Monika	Peter und Monika haben im Wasser gelegen.
Das Boot	Das Boot hat im Wasser gelegen.
Vater und Mutter	Vater und Mutter haben im Wasser gelegen.
Der Dackel	Der Dackel hat im Wasser gelegen.
Der Junge	Der Junge hat im Wasser gelegen.

4. Accusative reflexive pronouns (Use responses first as a repetition drill)
Pattern sentence: Wir ziehen uns um.

cue	response
Er	Er zieht sich um.
Ich	Ich ziehe mich um.
Ihr	Ihr zieht euch um.
Sie	Sie ziehen sich um.
Du	Du ziehst dich um.

5. Substitution—dative plural
Pattern sentence: Er geht an Sonntagen dorthin.

cue	response
in den Ferien	Er geht in den Ferien dorthin.
in den Sommern	Er geht in den Sommern dorthin.
in den Wintermonaten	Er geht in den Wintermonaten dorthin.
an Dienstagen	Er geht an Dienstagen dorthin.

6. Transformation—present perfect tense (Use first as repetition drill)

cue	response
Freut er sich über die Ferien?	Hat er sich über die Ferien gefreut?

cue *(cont.)*	response *(cont.)*
Was geschieht auf dem Wasser?	Was ist auf dem Wasser geschehen?
Alle fahren dorthin	Alle sind dorthin gefahren.
Tante Gertrud ist dabei	Tante Gertrud ist dabei gewesen.
Des Junge rudert hinaus	Der Junge ist hinausgerudert.
Das Boot kippt um	Das Boot ist umgekippt.

7. Repetition drill—relative pronouns

Das Schiff, das dort liegt, ist gross.
Der Junge, der dort liegt, ist gross.
Die Katze, die dort liegt, ist gross.
Das Buch, das dort liegt, ist gross.
Die Eier, die dort liegen, sind gross.

8. Substitution drill—relative pronouns

Pattern sentence: Die Frau, die dort sitzt, ist jung.

cue	response
Der Mann	Der Mann, der dort sitzt, ist jung.
Das Mädchen	Das Mädchen, das dort sitzt, ist jung.
Der Schüler	Der Schüler, der dort sitzt, ist jung.
Die Kusine	Die Kusine, die dort sitzt, ist jung.
Das Kind	Das Kind, das dort sitzt, ist jung.

GOALS

Introduction of the relative clause

Use of present perfect verb forms: agreement using *haben* as auxiliary
agreement using *sein* as auxiliary
familiarization with several important verbs which use *sein*

Use of reflexive pronouns in the accusative

Use of dative singular and plural forms in prepositional phrases

Use of preposition *über* with *sich freuen*

Plant double infinitives

Modified infinitive phrases

Introductory dependent clause

Order of use of a verbs

REENTER

Dependent clauses with *dass*

Familiar verbs *anrufen, einladen*

Modal auxiliaries

Future tense

MATERIALS AND AIDS

Kinderduden, Bibliographisches Institut, Mannheim, Am Meer, pp. 60-61 (Opposite the text is a picture of a seashore scene. This is used to make meanings of words clear.)

Paper dolls with clothes to change, to illustrate and drill *umziehen* (to change clothes).

Toy boat to illustrate *schaukeln* (rock), *umkippen* (capsize), and *rudern* (row).

Pictures of sailboat, steamer, train, train, plane, streetcar, automobile, for visual cues in Pattern Drill 2.

Pictures to us as cues in Pattern Drill 7.

Dittoed copy of simplified text and pattern drills.

Opaque projector to show picture from *Kinderduden* and text (after revised text has been taught).

Tape of text with pauses for imitation.

Tape of pattern drills.

METHODS AND TECHNIQUES

1. Project picture and read simplified textbook aloud. To illustrate meanings, point out objects in picture as they are mentioned.
2. After all three parts have been studied, use vocabulary shown in picture but not previously included as supplementary. Use each word in a simple sentence. Expect recognition by average learners; ability to use may be possible for rapid learners.
3. Use questions and answers first as aids to understanding, then for oral drill as directed discourse. They help fix genders of nouns and reinforce interrogatives. Some are quite easy so that slow learners will be able to answer.
4. After dialogs have been presented and thoroughly drilled, pupils may work in pairs on memorization. This activity gives the teacher some time to give individual help to slow learners. Children are reaching the age when they want to work together. Dialog performance may be used for review and for evaluation.
5. Pattern drills. Any drill may be presented after the vocabulary involved has been learned in a dialog. For example, Drill 5 may come after the first dialog. Let the children see the drill *only* during its initial presentation. After several full and subgroup performances call for individual responses. Always use four-part form—stimulus, pupil response, correct response (reinforcement), pupil repetition of correct response. Group participation in the fourth part is sometimes a good idea after individual response. Present only one or two a day during sixth grade. Keep drill tempo lively and drill period brief. These drills lend themselves well to short contests, with teams trying for a perfect score in individual responses.

Remember correct usage is being taught—don't get involved in grammatical explanations. They will come later.

6. After all three revised texts, questions and answers, and dialogs have been studied, project the original text for reading comprehension. Answer questions by referring to revised text or questions and answers.

7. Have the class describe as much of the picture as they can with the vocabulary and structures they have previously mastered. Get as many contributions from different children as possible. When they run out of ideas, help with questions: *Welche Farbe hat das Häuschen?* (What color is the house?) *Was trägt die Frau?* (What is the woman wearing?) *Wo siehst du Blumen?* (Where do you see flowers?)

8. Have the class plan and perform the telephone conversation between *Vater* and *Tante Gertrud.* Answer questions about "How do you say—?" with expressions they know which would also be appropriate. Begin, „Vater ruft Tante Gertrud an. Was sagt sie zuerst?" If they say, „Hier Tante Gertrud," suggest they make up a last name, such as „Hier Gertrud Schmidt." Accept several appropriate suggestions; then select several exchanges to make an additional conversation for memorization. This gives you a chance to review structures or vocabulary evaluated as weak at the end of preceding units.

9. Tape of text with pauses for imitation may be used after, or together with, the presentation of the original text. Pauses after thought groups for imitation help children begin to read in thought groups. A tape of the revised text could also be used after its presentation.

10. Tape of pattern drills may be used in the classroom after initial drill. It should not be used in the laboratory until the drills are quite familiar from classroom drill. The laboratory is for habit formation. Unfamiliar drills in the laboratory at this stage would cause confusion and frustration.

11. Depending upon the time allotted the unit, supplementary vocabulary could be included in brief readings and dialogs. For instance, *Peter und Monika spielen mit der Schaufel im Sand.* (Peter and Monika are playing with the shovel in the sand.) *Sie machen eine Burg.* (They are making a castle.) *Peters Freund Karl liest sein Buch in einem Strandkorb.* (Peter's friend, Karl, is reading his book in a beach shelter.) *Strandkorb, Burg,* and *Schaufel* are numbered in the picture, but are not included in the text.

NOTES TO TEACHERS

Begin each period with some thoroughly learned material—a familiar dialog, drill, or directed discourse using familiar expressions.

Near the end of each period have brief writing practice from the next to last unit. They can practice writing answers to familiar questions, fill blanks, write a selection from a pattern drill, etc. Note misspellings and consistent errors in sound-letter correspondence for further drill. Make occasional assignment of brief passages for dictation to be given the following day.

Allow a few minutes for individual reading of familiar material from previous units. Note mispronunciations and do follow-up on sound-letter correspondences.

In presenting the revised text, handle questions by teaching them to ask, "*Was ist Nummer 3?*" and replying with the word in a sentence, possibly the one planned for supplementary vocabulary. You may wish to answer very simply and go back later to give more detail—in the foreign language, of course. If *erholen* needs further clarification, use sleeping and recovering from illness as examples of types of *Erholung* (rest, recover).

In part two, additional examples of "near the beach" and "far from the beach" may be helpful. Use also *in der Nähe des Hauses* (near the house) *in der Nähe des Dackels* if necessary.

Demonstrate with the toy boat rocking, rowing, and tipping. *Mutwillig* (wanton or mischievous) might best be handled by the question, „*Was für ein Kind bringt ein Boot zum schaukeln?*" (What kind of child rocks the boat?")

Use *Gott sei Dank* with familiar expressions, such as *Gott sei Dank, dass es heute nicht so kalt ist!* (Thank goodness it isn't so cold today.)

Illustrate *sich freuen über* (find pleasure in) with some familiar event or object in the classroom.

Point out relationship between *freuen* and *Freude* by saying, *Sie freuen sich sehr. Ihre Freude ist gross.* (They are very happy.)

EVALUATION

Pronunciation: check [*g*] in *Flugzeng*

check clear [*t*] and [*h*] in *dorthin*
check long [*e*] in *Ferien*
check voice inflection in one of last 2 sentences in Dialog 1

Listening and speaking: Ask new but simple questions and request brief, oral answers. For example:

Wohnst du in der Nähe des Strandes? (Do you live near the beach?)
Hast du ein Sommerhäuschen? (Do you have a summer cottage?)

Correct, prompt, good pronunciation—3
Correct, hesitant, good pronunciation—2
Correct, hesitant, poor pronunciation—1
Incorrect—0

Listening and reading comprehension: Give orally three sentences for completion. Have children circle the number of the best three completions.

For example: They hear: *Fahren Peter und Monika mit dem Dampfer—?*

They see: 1. *auf der Strasse* (on the street)
2. *in den Hafen* (into the harbor)
3. *zum Zoo* (to the zoo).

They circle 2.

Reading aloud. Individual reading of preceding unit materials. Not all pupils need be graded on each unit.

Reading comprehension. Give a brief true-false quiz on a paragraph using familiar vocabulary and structures and including three relative clauses. In all clauses a pronoun should be the subject.

Writing. Brief dictation from next-to-last chapter, using spellings which have been particularly emphasized.

TRANSLATION OF TEXT

At the Seashore

Peter and Monika's parents have a nice cottage at the seashore. During vacations and on Sundays they all go there to rest.

They came very early this morning in the big steamer that is lying at the pier in the harbor. Aunt Gertrude and her dachshund are also with them again.

What happened there on the water near the beach? A girl and a boy had rowed out. The boy rocked the boat mischievously. Suddenly the wind helped him just a bit, and the light boat tipped over. Now both are lying in the water and must swim to shore. Thank goodness, it isn't deep.

Peter and Monika didn't even notice it, because they were having so much fun in the fine white sand. Then their mother calls, "Peter, Monika, come and change; we want to go swimming!" The children are delighted.

Revised text—Part 1

Peter and Monika's parents have a cottage. (a little house is a *Häuschen.*) It is on the sea. It is nice. They all go there. They go there during holidays and on Sundays. They want to rest. (They don't want to work. They want to take it easy.)

They came very early this morning in the big steamer. Now the steamer lies at the pier in the harbor. Aunt Gertrude is with them again, too. So is her dachshund.

Questions (Group 1)

1. Where do Peter and Monika have a cottage?
2. Is it big or little?
3. When do they go there?
4. Who goes along again?
5. Does Aunt Gertrude have a cat?
6. Did they come by plane?
7. Where is the steamer now?

Dialog 1

Father: Let's go to the cottage Sunday!

Mother: Fine. The children will be pleased.

Father: Shall we drive there?

Mother: How would it be to take the steamer?

Father: What a good idea! Will Aunt Gertrude come along?

Mother: If she has time, she'd love to.

Father: I'll call her up and invite her.

Revised text—Part 2

Something has happened out on the water. It happened near the beach. (The plane is not near the beach. It is far from the beach.) A girl and a boy had rowed out. The boy rocked the boat mischievously. Suddenly the wind helped with the rocking. The boat is light. It tips over. Now both (the girl and the boy) lie in the water. They have to swim ashore. It's a good thing the water isn't deep!

Questions (Group 2)

1. Who had rowed out?
2. What did the boy do?
3. What helped a bit with the rocking?
4. Describe the boat.
5. What did the boat do?
6. Where are the girl and boy lying?
7. Where must they swim?
8. Is the water deep?

Dialog 2

A. What happened on the water?

B. Where?

A. Near the beach.

B. O! The boy rocked the boat—

A. And it tipped over?

B. Yes, and they both had to swim ashore.

A. I'm glad the water isn't deep.

Revised text—Part 3

Peter and Monika didn't see that. They are playing so happily in the sand. The sand is pretty and white. They enjoy the sand so much. Then mother calls,

"Peter and Monika, come and change clothes. We want to go swimming." They are very happy.

Questions (Group 3)

1. Where are Peter and Monika playing?
2. Describe the sand.
3. Who calls the children?
4. What should the children do?
5. Do they want to go swimming?
6. How do we know that they want to go swimming?

Dialog 3

Aunt Gertrude: Did you see that, children?
Peter: No, we were playing in the sand.
Aunt: You really like it, don't you?
Peter: Yes, but may we go swimming?
Aunt: Maybe we can row out a little too.
Peter: Good! We'll change right away.

TRANSLATION OF PATTERN DRILLS

1. Substitution—dative singular in prepositional phrases

Pattern sentence to be repeated: What happened on the water?

cue	response
in the cottage	What happened in the cottage?
near the beach	What happened near the beach?
at the pier	What happened at the pier?
in the harbor	What happened in the harbor?

2. Alternate substitution—dative singular in prepositional phrases and subject-verb agreement

Pattern sentence: We came this morning by steamer.

cue	response
by train	We came this morning by train.
He	He came this morning by train.
by streetcar	He came this morning by streetcar.
The parents	The parents came this morning by streetcar.
by automobile	The parents came this morning by automobile.
I	I came this morning by automobile.
by plane	I came this morning by plane.

3. Subject-verb agreement

Pattern sentence: Both lay in the water.

cue	response
Peter and Monika	Peter and Monika lay in the water.
The boat	The boat lay in the water.
Father and mother	Father and mother lay in the water.
The dachshund	The dachshund lay in the water.
The boy	The boy lay in the water.

4. Substitution drill—reflexive pronouns, accusative. Subject-verb agreement. Use the responses first as a repetition drill.

Pattern sentence: We are changing (ourselves).

cue	response
He	He is changing (himself).
I	I am changing (myself).
You (plural)	You are changing (yourself).
They	They are changing (themselves).
You (singular)	You are changing (yourself).

5. Substitution—dative plural in prepositional phrases

Pattern sentence: He goes there on Sundays.

cue	response
during vacation	He goes there during vacation.
in the summers	He goes there in the summers.
in the winter months	He goes there in the winter months.
on Tuesdays	He goes there on Tuesdays.

6. Transformation—present perfect tense (conversational past)

Use the responses first as a repetition drill.

cue	response
Does he enjoy the holidays?	Did he enjoy the holidays?
What is happening on the water?	What happened on the water?
All go there.	All went there.
Aunt Gertrude is there.	Aunt Gertrude was there.
The boy rows out.	The boy rowed out.
The boat tips over.	The boat tipped over.

7. Repetition drill—(relative pronouns

The ship that lies there is large.
The boy who lies there is large.
The cat that lies there is large.
The book that lies there is large.
The eggs that lie there are large.

8. Substitution drill—relative pronouns

Pattern sentence: The woman who is sitting there is young.

cue	response
The man	The man who is sitting there is young.
The girl	The girl who is sitting there is young.
The pupil (male)	The pupil who is sitting there is young.
The cousin (female)	The cousin who is sitting there is young.
The child	The child who is sitting there is young.

RESOURCES FOR THE TEACHING OF FRENCH

Bardet, Yvonne and others. *Learning French is Fun.* Berkeley, Calif.: California Book Co., Ltd., 1957. 89p. Teacher's Guide and 4 double-faced records, $16.95. Children's Books I & II. $1. Books and records may be obtained from Mrs. Yvonne Bardet, 2708 Benvenue Ave., Berkeley 5, California.

Lessons are designed to cover 2 to 3 years.

Brooks, Nelson. *Language and Language Learning.* New York: Harcourt, Brace & World, Inc., 1960.

————. *Learning a Modern Foreign Language for Communication* (Teacher's Notebook). New York: Harcourt, Brace & World, Inc., 1961.

Chicago Board of Education. *Curriculum Guide for French K-6.* Chicago: Board of Education, 1963. 245p. Complete guide with accompanying set of tapes; a visual kit of 16 plates is also available. Price of visual kit is $1.00.

————. Visual Kit (46 plates) and General Visual Kit (24 plates) to accompany *Curriculum Guide for French 7-12.* Chicago: Board of Education, 1963. A visual kit of 70 black and white sketches, 8½"x14".
Useful in developing conversational skills.

Cleveland Public Schools. *Course of Study for French in the Elementary School* (Grades 1-6). *Part I* and *Part II.* Rev. ed. Cleveland, Ohio: Board of Education, 1958. 126p., 112p. $2.00 each.

Part I gives directions and material for 3, 4, or 5 years of instruction. Part II has 13 playlets.

Colman, Charles W., Boyd Carter, and Denise Nordon. *French For Children.* Lincoln, Nebr.: Johnsen Publishing Co., 1955. $1.25.

Girard, Denis. *The New Cassell's French-English, English-French Dictionary.* New York: Funk & Wagnalls Co., 1962.

Grevisse, Maurice. *Le Bon Usage.* Belgium: J. Duculot, 1961. Available from French Book Guild, 1860 Broadway, New York 23, N. Y.

Harris, Julian and Helene Monod-Cassidy. *Petites Conversations.* Boston, Mass.: D. C. Heath, 1956. Pupil's edition, paper, $1.40; cloth, $2.00. Teacher's edition, $2.00. Accompanying 12" LP 33-1/3 rpm disc, $3.00.

For use in grades 5 or 6.

Keesee, Elizabeth. *Modern Foreign Languages in the Elementary School: Teaching Techniques.* Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1960. Series OE-27007.

————. *References on Foreign Languages in the Elementary School.* Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1960. Series OE-27008A. Circular No. 495, Revised.

Kolbert, Jack and Harry Goldby. *A First French Handbook for Teachers in Elementary Schools.* Pittsburgh, Pa.: University of Pittsburgh Press, 1958. 193p. $3.00.

Modern Language Association of America. *MLA Teacher's Guide: Beginning French in Grade Three. French in Grade Four.* Darien, Conn.: Educational Publishing Corp., 1955. $2.50. One 12" 33-1/3 rpm disc, $5.00 for each grade.

Materials on objectives, teachers' instructions, units, music and songs, games, poems, references, personal names, and word lists in each of the *Guides.*

————. Drawings to Accompany French Guides. Darien, Conn.: Educational Publishing Corp. Twenty copies of one picture 8½"x11" to the packet, 80 cents.

Eight different pictures: The Eiffel Tower, outdoor restaurant, typical street, stores, schoolroom, bedroom, park and garden, going through customs.

Parker, William Riley. *The National Interest and Foreign Languages.* Rev. ed. Washington, D. C.: U. S. Government Printing Office, 1962.

Politzer, Robert L. *Teaching French: Introduction to Applied Linguistics.* Boston, Ginn and Co., 1960.

Raymond, M., and Claude L. Bourcier. Elementary French Series. Book I, *Bonjour,* 88 cents. Book II, *Venez voir,* 88 cents. Book III, *Je sais lire,* 96 cents. Book IV, *Je lis avec joie,* $1.00. Boston, Mass.: Allyn and Bacon, Inc., 1960. Teacher's edition available at the same price as the pupil's edition.

The pupil's edition of the first two books in the series has illustrations only. The third and fourth books of the series introduce the pupil to reading but continue the oral approach. The version of these textbooks for parochial schools is also available at the same price.

Scherer, George A. C. *A System for Teaching Modern Foreign Language Reading* (Teacher's Notebook). New York: Harcourt, Brace & World, Inc., 1964.

St. Louis Public Schools. *Suggestions for the Teaching of French in the Elementary Schools.* St. Louis, Mo. Public School Journal, Research and Survey Series, Vol. 7, No. 1, Sept. 1953. 116p.

For grades 5 through 8.

Sister Georgiana. *Successful Devices in Teaching French.* Portland, Maine: J. Weston Walch, 1957. 186p. $2.50.

Devices, techniques, and supplementary class material.

Starr, Wilmarth H., et al. (Eds.). *Modern Foreign Languages and the Academically Talented.* Washington, D. C.: National Education Association, 1960. $1.00.

Tamin, Marion and George T. Eddington. *Let's Learn French.* New York: Frederick Ungar Publishing Co., 1959. Teacher's Guide $2.00. Pupil's edition $1.50.

All exercises may be adapted to any program through grade 5.

Thain, Kathleen DeCou. *French for Elementary Grades 5 and 6.* 2d ed. Available from the author, 617 W. Alabama Ave., Ruston, La., 1958. 52p. $1.50.

————. *French for the Third Grade.* 1958. 22p. $2.00. Mimeographed. Available from the author. Five discs also available from the author, 617 W. Alabama Ave., Ruston, La. Discs are suitable for grade 4 also.

Traverse, Marcelin. *Encylopédie pour les enfants de France.* Paris, France: Hachette, 1954. Available at Schoenhof's Book Store, Foreign Books, Inc., 1280 Massachusetts Avenue, Cambridge 7, Massachusetts.

Wylie, Laurence, and Béqué Armand. *Village en Vaucluse.* New York: Houghton Mifflin Co., 1962.

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Birkmaier, Emma M. *Materials for Teaching German in the Elementary School.* Bulletin, 1955. Hamilton, N. Y.: Colgate University. Free.

A bibliography available from the AATG Service Bureau, Glenn Waas, Colgate University, Hamilton, N. Y.

Ellert, Ernest and Lois Ellert. *German for Elementary School Children: A Teacher's Manual.* Rev. ed. Holland, Mich.: Hope College, 1959. 89p. $2.50. Available from the Blue Key Bookstore of the College.

Twenty-one units of varying lengths for aural-oral presentation to elementary school children beginning German.

Modern Language Association of America. *MLA Teacher's Guide: Beginning German in Grade Three.* Darien, Conn.: Educational Publishing Corp., 1956. 98p. $2.50. One 12″ 33 1/3 rpm disc in preparation.

Materials on objectives, teacher's instructions, units, music, games, poems, references, personal names, and word lists.

Pfeiler, William K., Boyd Carter and Margaret Dolezal. *German for Children: A Manual for Teacher and Parents.* Lincoln, Nebr.: Johnsen Publishing Co., 1956. $1.25.

Wagner, Rudolph F. *Successful Devices in Teaching German.* Portland, Maine: J. Weston Walch, 1959. 200p. $2.50.

Supplementary class material.

RESOURCES FOR THE TEACHING OF SPANISH

Andersson, Theodore. *The Teaching of Modern Languages.* New York: UNESCO Publication Center, 1955.

A collection of modern-language teaching workpapers. $3.00.

Bachiment, Otto G. *Instructional Guide and Suggestions for the Teaching of Conversational Spanish in the Elementary Schools.* Tacoma, Wash.: College of Puget Sound, 1956. $1.50.

Borst, Roma. *Spanish in Action for the Elementary School; Pupil's Workbook; Teacher's Guide.* Madison, Wis.: University of Wisconsin Extension, 1957. 274p. 66p. 96p. $1.75 a set for the first three titles. $1.00 for the *Guide.*

Brady, Agnes Marie. *Syllabus for Teaching of Spanish in the Grade Schools.* Rev. ed. Lawrence, Kan.: University of Kansas, 1956. 180p.

———. "Materials for Teaching Spanish in the Elementary School." *Hispania,* 38: 322-28, Sept. 1955.

A bibliography.

Brooks, Nelson. *Language and Language Learning.* New York: Harcourt, Brace & World, Inc., 1960.

A complete treatment of the modern approach to foreign language learning.

Chang-Rodriguez, Eugenio, and Harry Kantor. *La América latina de hoy.* New York: The Ronald Press Co., 1961.

A collection of essays by Latin American political figures and authors.

Chicago Board of Education. *Curriculum Guide for Spanish K-6.* Chicago: Board of Education, 1963. 196p. Complete guide with accompanying set of tapes; a visual kit of 32 plates is also available at $2.00 per kit.

———. Visual kit to accompany *Curriculum Guide for Spanish 7-12.* Chicago: Board of Education, 1963. A visual kit of 55 black and white sketches, 8½"x14". Useful aid in developing conversational skills.

Dade County Public Schools. *Instructional Guide for Teaching Conversational Spanish in the Primary Grades: Grades 1-3: Instructional Guide for Teaching Conversational Spanish in the Intermediate Grades: Grades 4-6.* Miami, Fla.: Dade County Public Schools, 1955, 1958. Bulletin Nos. 20A and 20B. $1.50 each. Available from the Supervisor of Textbooks, 320 S.W. 22d Ave., Miami, Fla.

Etnire, Elizabeth L. *Beginning Lesson for Teaching Spanish to Small Children,* Book II. Mt. Pleasant, Mich.: Central Michigan University, Department of Foreign Languages, 1960. $1.50.

Fifty lessons designed for children of the third grade.

Kirk, Charles F. *Successful Devices in Teaching Spanish.* Portland, Maine,: J. Weston Walch, 1958. 183p. $2.50.

Supplementary class material. The materials were contributed by various teachers.

Krone, Beatrice and Max. *¡Cantemos, niños!* Los Angeles: Curriculum Materials Center, Language Department, 1960.

A collection of Spanish and Latin-American children's songs, singing games, and dances for primary grades. Available at 5128 Venice Boulevard, Los Angeles 19, Calif.

Leal, Luis. *Mexico: Civilizaciónes y Culturas.* Boston: Houghton Mifflin Co., 1955.

A treatment of Mexico for teachers and second-year pupils.

Los Angeles Public Schools. *Spanish in the Elementary Schools, Instructional Guide.* Los Angeles, Calif.: Los Angeles Public Schools, 1957. $3.00.

MacRae, Margit W. *Mi cuaderno de español.,* Books One and Two. Boston, Mass.: Houghton Mifflin Co., 1959. Teacher's Edition, $3.00. Pupil's workbook, 80 cents. Two 33-1/3 rpm records to accompany course, $12.00.

The guides have been designed primarily for grades 3 and 4; however, they can be adapted for grades 1 and 2, or for grades 4 and 5.

———. *Teaching Spanish in the Grades.* Boston, Mass.: Houghton Mifflin Co., 1957. 408p. $4.50.

A book on methodology with descriptions of teaching techniques.

Marcos, Leibovich. *Canciones infantiles.* Forest Hills, New York: Package Library of Foreign Children's Books, 1954.

An excellent collection of 42 short rhymes. Available from 69-41 Groton Street, Forest Hills 75, New York.

Marin, Diego. *La Civilización Española.* New York: Holt, Rinehart & Winston, Inc., 1961.

A treatment of the main epochs in Spanish history as well as national themes and issues.

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